



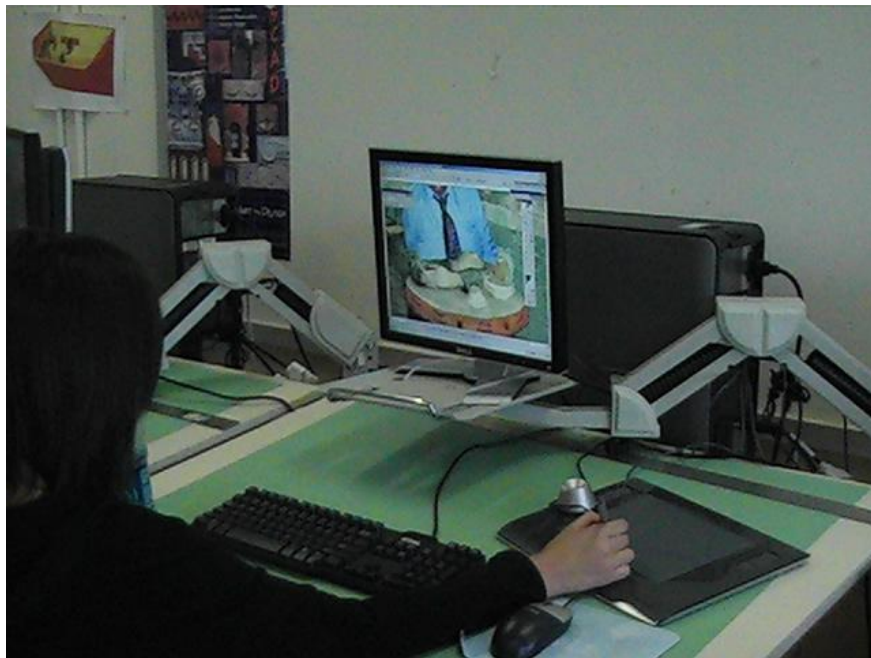
Technology Plan

Barrington Public Schools
September 2009

(Updated 9-21-2011)

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Planning Team

Members of the Technology Planning Team include:

Central Office

Katie Miller, Director of Technology
Scott Morpeth, Network Manager

Barrington High School

Beth O'Connell

Barrington Middle School

David Burrows

Elementary

Barbara Rix

Introduction

Comprehensive technology planning has played a critical role in establishing vision and direction within the Barrington Public schools and continues to shape the course of growth and development of technology initiatives in our district.

One of the most significant results of our ongoing planning process was the commitment of the group to adopt modified versions of the International Society of Technology Educators (ISTE) [National Education Standards \(NETS\) for Students](#) and [NETS for Teachers](#). These standards are based on the belief that "to live, learn and work successfully in an increasingly complex and information rich society, students and teachers must use technology effectively". Progress toward implementation of these standards has been tremendous. Approximately 50% of our teaching staff have successfully completed the 40 hour Intel Teach to the Future program. Additionally, all students, grades K-8 have been prepared to meet the NETS-S for Students at their level. 93% of eighth grade students in Barrington met the Spring 2009 technology literacy standard as assessed by RIDE.

We recognize that growth will only continue if we keep pace with the professional development needs of staff. Our district professional development plan is implemented through the following website: <http://www.barringtonschools.org/profdev/>. Opportunities to expand knowledge in the area of technology are continuously offered to staff in the district. Rubrics for assessment of technology competency are posted online www.barringtonschools.org and in Appendix B of this plan.

Resource allocation continues to be a priority in the district, and each year we have kept pace with the recommendations of our plan. Appendix B of our 2001 plan has been continually updated and contains the replacement cycle for current and projected years. Appendix A of this plan contains the latest copy of our replacement cycle including workstation, network and annual subscriptions. In order to support growth of our network and increasing bandwidth needs, exploration into higher speed connections between buildings will be explored this year.

In this plan our focus continues to be centered on data-driven decision making. In order to meet the increased accountability and more rigorous reporting requirements called for in No Child Left Behind, it was essential that our district make major changes in the way we collected and analyzed data within the district.

The first challenge in this area involved positioning the district for this future in terms of our student information system. The student information system includes the following functions: demographic, attendance, scheduling, grade reporting, discipline and health. We were able to combine the 3 systems currently in place, running separately in each school into one system running district-wide, SchoolMax by Harris, Inc. This has dramatically improved our ability to aggregate and analyze student data and prepared us to meet the No Child Left Behind (NCLB) accountability requirements.

Two years ago we began implementing TIENET. Early use was primarily for the purpose of special education and literacy case management. We have been able to successfully transition away from the RIDE Special Education Census and now complete all IEPs, PLPs and related documents in this system. We have always known that one of the greatest strengths of TIENET is in managing Curriculum and Assessment.

Consistent with the district priority to build a [Professional Learning Community](#), in the summer of 2009 the Curriculum and Assessment modules of TIENET were purchased. In Barrington, we have been on the PLC journey for several years. We can take pride in the fact that we are building a guaranteed and viable curriculum, quality assessments and a pyramid of interventions (RTI). Along the way, it became increasingly clear that completing the cultural shift would require integrating these elements in ways that we have only been able to imagine prior to this point. To date, GLE/GSEs, Barrington Curriculum documents and all NECAP data have been incorporated into this system.

Mission

The Barrington Public School's mission for the use of technology is to provide and integrate technological resources for students and staff in order to strengthen communication and provide expanded opportunities to live, learn and work successfully in a dynamic, complex information rich society.

Goals

1. Communication: Strengthen home/school/district community engagement through continuous assessment and support of online resources.
2. Data Management: Continue to integrate data systems so that administrators and educators have timely access to the information and tools they need to increase efficiency and improve student learning.
3. Implementation of Standards: Ensure that administrators, teachers and students throughout the district consistently apply current National Educational Technology Standards toward effective teaching and learning strategies.
4. Innovation: Expand opportunities for learning through innovative and creative applications of technology.

Goal 1 - Communication: Strengthen home/school/district community engagement through continuous assessment and support of online resources.

		Description	Start Date:	Due Date:	Compl Date:
A.		Action Steps			
	1.	Continually Investigate ways in which technology can be used to strengthen the home/school/community connection.	Sept-09	Jun-12	
	2.	Expand present web capabilities through the following:	Sept-09	Jun-12	
	a.	Investigate capacity of SharePoint to extend network capabilities for staff and students through the web.			
	b.	Investigate capacity of SharePoint or alternative technology to house video.			
	c.	Develop and implement upgrade to SharePoint web server			
	3.	Explore other online resources such as discussion groups, blogs and wikis as tools for communication and extension to traditional learning.			
B.		Professional Development Strategies			
	1.	Ongoing in support of action plan.	Sept-09	Jun-12	
C.		Funding Requirements			
	1.	This plan will be funded through operating budget.	Sept-09	Jun-12	
D.		Evaluation Strategy			
	1.	Feedback will be solicited throughout plan implementation	Sept-09	Jun-12	

Goal 2 - Data Management: Continue to integrate data systems so that administrators and educators have timely access to the information and tools they need to increase efficiency and improve student learning.

	Description	Start Date:	Due Date:	Compl Date:
A.	Action Steps			
1.	Support ongoing data initiatives at the local and state levels including maintaining up-to-date student information, special education, transportation, food service, library, state reporting and others as needed.	Sept-09	Jun-12	
2.	Extend TIENET Familiarity to all teachers and administrators	Sept-09	Jan-10	
3.	Update GLE/GSE Curriculum Outline with district curriculum additions/clarifications	Sept-09	Jun-12	
4.	Add and align resources including courses, instructional resources, instructional strategies, unit plans and assessments	Sept-09	Jun-12	
5.	Add and align selected assessments	Sept-09	Jun-12	
B.	Professional Development Strategies			
1.	Ongoing in support of action plan.	Sept-07	Jun-09	
C.	Funding Requirements			
1.	This plan will be funded through operating budget.	Sept-07	Jun-09	
D.	Evaluation Strategy			
1.	Feedback will be solicited throughout plan implementation	Sept-07	Jun-09	

Goal 3 - Implementation of Standards: Ensure that administrators, teachers and students throughout the district consistently apply current National Educational Technology Standards toward effective teaching and learning strategies.

		Description	Start Date:	Due Date:	Compl Date:
A.		Action Steps			
	1.	Continue to promote and monitor progress toward implementation of NETS-S.	Sept-09	Jun-12	
	a.	Evaluate and align current grade-level expectations in technology.			
	b.	Ensure that all students are achieving grade-level competencies.			
	c.	Develop a mechanism to assist content-area teachers in incorporating NETS-S in support of learning.			
	2.	Continue to promote and monitor progress toward implementation of NETS-T.	Sept-09	Jun-12	
	a.	Continue to support workshop challenge and walk-in clinics with a particular focus on utilizing technology to implement GLEs (K-8) and GSEs (9-12).			
	b.	Offer expanded opportunity for professional development through a variety of methods including online options.			
	c.	Encourage teachers to incorporate technology-based objectives in their professional growth plans.			
	3.	Establish a climate that is responsive to emerging needs within NETS – ie ethics and plagiarism	Sept-09	Jun-12	
B.		Professional Development Strategies			
	1.	As needed in support of action steps listed above.	Sept-09	Jun-12	
C.		Funding Requirements			
	1.	Technology funding at present levels will support the implementation of this plan.	Sept-09	Jun-12	
D.		Evaluation Strategy			
	1.	The technology committee will establish evaluation strategies	Sept-09	Jun-12	

Goal 4 - Innovation: Expand opportunities for learning through innovative and creative applications of technology.

	Description	Start Date:	Due Date:	Compl Date:
A.	Action Steps			
	1. Create a culture that encourages and supports innovation and creativity with our school community.	Sept-09	Jun-12	
	a. Support technology-related grant writing efforts.			
	b. Support participation in technology-related statewide initiative such as digital portfolio and PLP projects.			
	c. Establish a willingness to adapt current programs in favor of new initiatives.			
	2. Develop mechanisms for sharing creative/innovative applications of technology within the district.	Sept-09	Jun-12	
	3. Develop mechanisms for keeping in touch with creative/innovative applications of technology outside of the district.	Sept-09	Jun-12	
B.	Professional Development Strategies			
	1. Maintain active participation in local and national technology organizations.	Sept-09	Jun-12	
	2. Support attendance at workshops/conferences in support of this action plan.	Sept-09	Jun-12	
C.	Funding Requirements			
	1. Technology funding at present level will support the implementation of this plan.	Sept-09	Jun-12	
D.	Evaluation Strategy			
	1. The technology committee will oversee and establish evaluation strategies for this action plan.	Sept-09	Jun-12	

Conclusion

The contents of this plan reflect an ongoing commitment within the district to expand and strengthen the use of technology toward the goal of improving teaching and learning. Readiness to address identified goals of this plan is at an all time high and the next three years promise to be an exciting time in advancing progress toward implementation of our technology mission.



Reference Sources

Local Resources:

Barrington Public Schools

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

Rhode Island Department of Education (RIDE)

<http://www.ride.ri.gov/Default.aspx>

National Resources:

National Educational Technology Standards for Students (NETS for Students)

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

National Educational Technology Standards for Teachers (NETS for Teachers)

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

Technology Standards for School Administrator (TSSA)

http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/NETS_for_Administrators.htm

All Things PLC

<http://www.allthingsplc.info/>

National Educational Technology Plan

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

U.S. Department of Education Office of Technology

<http://www.ed.gov/Technology/>

Guide to Developing the Technology Plan (Schools and Libraries Division)

<http://www.sl.universalservice.org/apply/step2.asp>

Appendix A - Replacement Cycle

Barrington Public Schools
Projected Computer Replacement Cycle
Updated: December 1, 2010

	Total by school	FY 11-12 06-07	FY12-13 07-08	FY13-14 08-09	FY 14-15 09-10	FY 15-16 10-11	Total by area
Barrington High School	328						
Administration			19				19
Library			20		6	1	27
CADD Lab - Room 405					17		17
General Purpose Lab - Room 111					24		24
General Purpose Lab - Room 112				25			25
Art Lab						17	17
Career-Writing Lab - Room 215					17	5	22
Video Production		5				12	17
Laptops		5			24		29
Math Lab			16				16
Classroom		2	4	21		61	88
Resource - breakout		5			2	16	23
Foodservice		1	3				4
Barrington Middle School	239						
Administration		4	3				7
Library		17	12				29
General Purpose Lab - Room 107				26			26
General Purpose Lab - Room 109					24		24
General Purpose Lab - Tech						19	19
Robotics		6					6
Science Laptops - Grant funded		30					30
Laptops		3					3
Classroom		11	25	35			71
Resource - breakout		7		1		14	22
Foodservice			2				2
Hampden Meadows School	108						
Administration		5					5
Laptops					24	1	25
Library		5			4		9
Lab		12		12	3		27
Classroom		24	6		4		34
Resource - breakout		6				1	7
Foodservice				1			1
Nayatt School	61						
Administration			2		4	1	7
Library				1	2		3
Classroom		8	8	5	4		25
Resource - breakout		1					1
Laptops					24		24
Foodservice					1		1
Primrose Hill School	56						
Administration		1	2				3
Library		1			2		3
Classroom		6	7	6	2		21
Resource - breakout		2		1		1	4
Laptops					24		24
Foodservice					1		1
Sowams School	57						
Administration		1	2	1			4
Library		1				2	3
Classroom		6	13		4		23
Resource - breakout			2				2
Laptops					24		24
Foodservice					1		1
Administration Office		3	4	8	6		21
Professional Development					6		6
TOTALS		178	150	143	254	151	876

Notes:

1. As workstations approach replacement date, an assessment will be made as to whether allocations are meeting educational/administrative needs. Redistribution may occur as the result of the assessment.
2. Model Key - 06-07 DC5150, 07-08 DX5750, 08-09 DC5850, 09-10 DC7900, 10-11 GX280, 11-12 DX5150

Barrington Public Schools
Projected Network Replacement Cycle
Updated: December 1, 2010

FY 11-12 **FY 12-13** **FY 13-14**
08-09 07-08 06-07

Barrington High School			
academic server BPS-BHS4 - VIRTUALIZED			
print and wsus server BPS-BHS5 - VIRTUALIZED			
dns and system server BPS-BHS6 - VIRTUALIZED			
Barrington Middle School			
Virtual Server 1 - extended warranty	1		
Virtual Server 2 - extended warranty	1		
Equallogic Storage Area Network (SAN) *	1		
Academic server BPS-BMS3 - VIRTUALIZED			
Academic server K-5 BPS-BMS3 - VIRTUALIZED			
Blackberry Enterprise Server BPS-BES - VIRTUALIZED			
Database server BPS-DB - VIRTUALIZED			
Exchange server BPS-EMAIL3 - VIRTUALIZED			
Filter Manager BPS-8E6 - VIRTUALIZED			
Sharepoint BPS-SPDB - VIRTUALIZED			
SMTP server BPS-SMTP - VIRTUALIZED			
Storage rep server BPS-SR - VIRTUALIZED			
Terminal Server BPS-TS1 - VIRTUALIZED			
Terminal Server Licensing Gateway BPS-TSGATE - VIRTUALIZED			
Web server BPS-WEB - VIRTUALIZED			
Web server BPS-WEB2 (64-bit ver SP) - VIRTUALIZED			
WSUS Admin Console BPS-CONSOLE - VIRTUALIZED			
Backup server BPS-BACKUP2 - extended warranty	1		
Global (active directory) BPS-GLOBAL - extended warranty	1		
DNS (Internet resolution) BPS-DNS - extended warranty	1		
Hampden Meadows School			
academic/administration server BPS-HMS3 - VIRTUALIZED			
Nayatt School			
academic/administration server BPS-NAYATT2 - VIRTUALIZED			
Primrose Hill School			
academic/administration server BPS-PRIMROSE3 - VIRTUALIZED			
Sowams School			
academic/administration server BPS-SOWAMS2 - VIRTUALIZED			
Administration Office			
administration server BPS-ADMIN2 - extended warranty			1
TOTALS	6	0	1

Other Network Elements

- * anticipate extending warranty for 5 year lifecycle to replace FY13-14 at a cost of approximately \$50,000
- Software - Each virtualized server requires active license
- Peripherals - Miscellaneous to support growth
- Systems Engineering - Miscellaneous to support growth

Barrington Public Schools
Projected Technology-Related Maintenance/Subscriptions
Updated: February 19, 2011

<u>Vendor</u>	<u>Description</u>	<u>Actual 10-11</u>	<u>Projected FY 11-12</u>
Aesop (Frontline)	Substitute placement and absence management system	\$5,692.00	\$5,976.60
School Spring	Employee Application tracking, evaluation web based system	\$2,560.00	\$2,688.00
TimeClock Plus		\$1,782.00	\$1,871.10
SchoolDude	Maintenance Repair Order and Tracking web base application	\$4,000.00	\$4,000.00
CDW-G	Microsoft School Agreement (Enterprise Client Access License (CAL)): includes Office, Windows upgrades, Forefront Security Suite, Exchange Server CAL, Office SharePoint Service Enterprise CAL	\$40,692.71	\$42,727.35
CodeRED	Emergency Communication Network - emergency call system	\$3,995.00	\$3,995.00
Ideas Consulting	Electronic Portfolio; senior project, Individual Learning Plans (ILP)	\$12,892.50	\$13,537.13
X2 Development Co.	Aspen licensing: Student information system including census, enrollment, attendance, scheduling, grading, health, discipline, state reporting, parentportal	\$42,804.00	\$44,944.20
Maximus	TIENET ; special education and literacy case management system including state/federal reporting, Individualized Education Plans (IEP), Personal Literacy Plans (PLP), Response to Intervention (RTI) learning plans, 504 plans	\$22,159.00	\$23,266.95
Discovery	Digital video-on-demand and online teaching resources	\$4,800.00	\$5,040.00
Follett	Web-base and Database Library (Follett)		
PegTV	Data Storage video streaming	\$3,000.00	\$3,150.00
RILINK (East Bay Ed Coll)	Follett Destiny; library collection and management system	\$27,416.00	\$28,786.80
RINET*	Internet Service (erate discounted - 6MB)	\$12,600.00	\$13,230.00
Unifund	Financial management	\$22,954.00	\$24,101.70
	total	\$207,347.21	\$217,314.82

Notes:

- eRate discounts are subject to approval. In addition to Internet service, local, long distance and cell phone are discounted upon approval.

Appendix B – Rubrics for Technology Assessment

Barrington High School

<i>CRITERIA</i>	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Basic Operations and Concepts	<ul style="list-style-type: none"> ▪ Applies and models a sound understanding of the nature and operations of technology systems 	<ul style="list-style-type: none"> ▪ Demonstrates a sound understanding of the nature and operations of technology systems 	<ul style="list-style-type: none"> ▪ Demonstrates limited understanding of the nature and operations of technology systems 	<ul style="list-style-type: none"> ▪ Demonstrates a lack of understanding of the nature and operations of technology systems
Social, Ethical and Human Issues	<ul style="list-style-type: none"> ▪ Applies and models an understanding of the ethical, cultural, and societal issues related to technology ▪ Applies and models responsible use of technology systems, information, and software ▪ Applies and models technology uses that support lifelong learning, collaboration, personal pursuits, and productivity 	<ul style="list-style-type: none"> ▪ Demonstrates understanding of the ethical, cultural, and societal issues related to technology ▪ Practices responsible use of technology systems, information, and software ▪ Uses technology in ways that support lifelong learning, collaboration, personal pursuits, and productivity 	<ul style="list-style-type: none"> ▪ Demonstrates limited understanding of the ethical, cultural, and societal issues related to technology ▪ Demonstrates limited responsible use of technology systems, information, and software ▪ Demonstrates limited use of technology that supports lifelong learning, collaboration, personal pursuits, and productivity 	<ul style="list-style-type: none"> ▪ Demonstrates a lack of understanding of the ethical, cultural, and societal issues related to technology ▪ Does not practice responsible use of technology systems, information, and software ▪ Does not develop use of technology that supports lifelong learning, collaboration, personal pursuits, and productivity
Productivity and Communication Tools	<ul style="list-style-type: none"> ▪ Applies and models technology tools to enhance learning, increase productivity, and promote creativity ▪ Applies and models productivity tools to collaborate in preparing publications and producing other creative works 	<ul style="list-style-type: none"> ▪ Uses technology tools to enhance learning, increase productivity, and promote creativity ▪ Uses productivity tools to collaborate in preparing publications and producing other creative works 	<ul style="list-style-type: none"> ▪ Demonstrates limited use of technology tools to enhance learning, increase productivity, and promote creativity ▪ Demonstrates limited use of productivity tools to collaborate in preparing publications and producing other creative works 	<ul style="list-style-type: none"> ▪ Does not use technology tools to enhance learning, increase productivity, and promote creativity ▪ Does not use productivity tools to collaborate in preparing publications and producing other creative works

CRITERIA	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Technology, Research, Problem Solving and Decision Making Tools	<ul style="list-style-type: none"> ▪ Applies and models technology to locate, evaluate, and collect information from a variety of sources ▪ Applies and models evaluation and selection of new information resources and technological innovations based on the appropriateness of specific tasks ▪ Applies and models technology resources for solving problems and making informed decisions 	<ul style="list-style-type: none"> ▪ Uses technology to locate, evaluate, and collect information from a variety of sources ▪ Evaluates and selects new information resources and technological innovations based on the appropriateness of specific tasks ▪ Uses technology resources for solving problems and making informed decisions 	<ul style="list-style-type: none"> ▪ Demonstrates limited use of technology to locate, evaluate, and collect information from a variety of sources ▪ Demonstrates limited evaluation and selection of new information resources and technological innovations based on the appropriateness of specific tasks ▪ Demonstrates limited use technology resources for solving problems and making informed decisions 	<ul style="list-style-type: none"> ▪ Does not use technology to locate, evaluate, and collect information from a variety of sources ▪ Unable to evaluate and select new information resources and technological innovations based on the appropriateness of specific tasks ▪ Does not use technology resources for solving problems and making informed decisions

Barrington Middle School

CRITERIA	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Basic operations and concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Applies and models a sound understanding of the nature and operation of technology systems using content specific tools, software applications, and simulations (e.g. graphing calculators, Microsoft Office suite™, etc.) (NETS 1) <input type="checkbox"/> Applies and models exemplary selection and use of appropriate technology to perform specific tasks (NETS 1) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a sound understanding of the nature and operation of technology systems using content specific tools, software applications, and simulations (e.g. graphing calculators, Microsoft Office suite™, etc.) (NETS 1) <input type="checkbox"/> Demonstrates proficient selection and use of appropriate technology to perform specific tasks (NETS 1) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates limited understanding of the nature and operation of technology systems using content specific tools, software applications, and simulations (e.g. graphing calculators, Microsoft Office suite™, etc.) (NETS 1) <input type="checkbox"/> Demonstrates limited knowledge of the appropriate technology used to select and perform specific tasks (NETS 1) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a lack of understanding of the nature and operation of technology systems using content specific tools, software applications, and simulations (e.g. graphing calculators, Microsoft Office suite™, etc.) (NETS 1) <input type="checkbox"/> Neglects to demonstrate a knowledge of the appropriate technology used to select and perform specific tasks (NETS 1)
Social, ethical, and humor issues	<ul style="list-style-type: none"> <input type="checkbox"/> Applies and models understanding of the ethical, cultural, and societal issues related to technology issues related to technology (NETS 2) <input type="checkbox"/> Applies and models responsible use of technology systems, information, software (NETS 2) <input type="checkbox"/> Applies and models technology in ways which support lifelong learning, collaboration, personal pursuits, and productivity (NETS 2) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understanding of the ethical, cultural, and societal issues related to technology issues related to technology (NETS 2) <input type="checkbox"/> Practices responsible use of technology systems, information, software (NETS 2) <input type="checkbox"/> Uses technology in ways which support lifelong learning, collaboration, personal pursuits, and productivity (NETS 2) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates limited understanding of the ethical, cultural, and societal issues related to technology issues related to technology (NETS 2) <input type="checkbox"/> Practices limited responsible use of technology systems, information, software (NETS 2) <input type="checkbox"/> Demonstrated limited use of technology in ways which support lifelong learning, collaboration, personal pursuits, and productivity (NETS 2) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a lack of understanding of the ethical, cultural, and societal issues related to technology issues related to technology (NETS 2) <input type="checkbox"/> Does not practice responsible use of technology systems, information, software (NETS 2) <input type="checkbox"/> Does not develop use of technology in ways which support lifelong learning, collaboration, personal pursuits, and productivity (NETS 2)
Productivity and communication tools	<ul style="list-style-type: none"> <input type="checkbox"/> Applies and models technology tools to enhance learning, increase productivity, and promote creativity (NETS 3) <input type="checkbox"/> Applies and models productivity tools to collaborate in preparing publications and producing other creative works (NETS 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses technology tools to enhance learning, increase productivity, and promote creativity (NETS 3) <input type="checkbox"/> Uses productivity tools to collaborate in preparing publications and producing other creative works (NETS 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates limited use technology tools to enhance learning, increase productivity, and promote creativity (NETS 3) <input type="checkbox"/> Demonstrates limited use of productivity tools to collaborate in preparing publications and producing other creative works (NETS 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use technology tools to enhance learning, increase productivity, and promote creativity (NETS 3) <input type="checkbox"/> Does not use productivity tools to collaborate in preparing publications and producing other creative works (NETS 3)

<p>Research problem solving and decision-making tools</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Applies and models technology to locate, evaluate, and collect information from a variety of sources (NETS 5,6) <input type="checkbox"/> Applies and models evaluation and selection of new information resources and technological innovations based on the appropriateness of specific tasks (NETS 5) <input type="checkbox"/> Applies and models technology resources for solving problems and making informed decisions (NETS 5,6) <input type="checkbox"/> Applies and models the appropriate use of technology to meet the objectives of assigned tasks (NETS 6) 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses technology to locate, evaluate, and collect information from a variety of sources (NETS 5,6) <input type="checkbox"/> Evaluates and selects new information resources and technological innovations based on the appropriateness of specific tasks (NETS 5) <input type="checkbox"/> Uses technology resources for solving problems and making informed decisions (NETS 5,6) <input type="checkbox"/> Uses the appropriate technology to meet the objectives of assigned tasks (NETS 6) 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates limited use of technology to locate, evaluate, and collect information from a variety of sources (NETS 5,6) <input type="checkbox"/> Demonstrates limited ability to evaluate and select new information resources and technological innovations (NETS 5) <input type="checkbox"/> Demonstrates limited use of technology resources for solving problems and making informed decisions (NETS 5,6) <input type="checkbox"/> Demonstrates limited use of the appropriate technology to meet the objectives of assigned tasks (NETS 6) 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use technology to locate, evaluate, and collect information from a variety of sources (NETS 5,6) <input type="checkbox"/> Unable to evaluate and select new information resources and technological innovations (NETS 5) <input type="checkbox"/> Does not use technology resources for solving problems and making informed decisions (NETS 5,6) <input type="checkbox"/> Does not use the appropriate technology to meet the objectives of assigned tasks (NETS 6)
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Elementary Checklists – posted online at www.barringtonschools.org