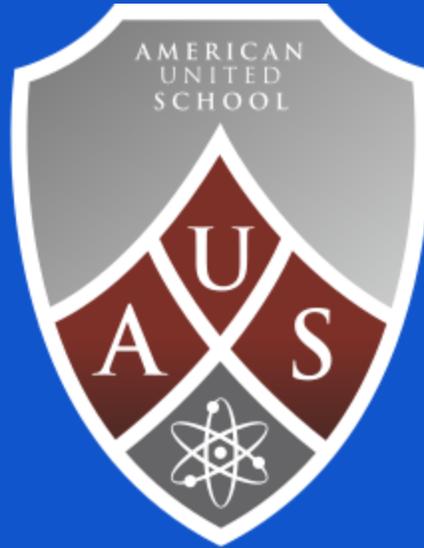


AMERICAN UNITED SCHOOL

Educational Technology Plan



AMERICAN UNITED SCHOOL OF KUWAIT

المدرسة المتحدة الأمريكية في الكويت

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About This Plan

The American United School Technology Education Plan takes full advantage of the work and ideas put forth by the United States Department of Education and the National Education Technology Plan, the International Society of Technology in Education and the National Educational Technology Standards, and the Virginia Department of Education and their Educational Technology Plan for Virginia.

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Our Vision

To provide an outstanding American education that enables students to be inspired lifelong learners and responsible global citizens.

Our Mission

OUR MISSION IS TO:

- promote creativity & collaboration
- challenge academic growth
- embrace our diverse community
- implement our technology plan to enhance student learning

Guiding Principles

LEARNING – ANYTIME, ANYWHERE

We believe learning is not confined to a classroom or a campus—it should be available wherever and whenever the learner needs it.

- At AUS we continually demonstrate how to be a caring community of learners— our students, teachers, staff and families are committed to educating the whole child.

- Our school community acknowledges and recognizes the personal, cultural and social value of each individual.

- We believe technology is an integral part of students' lives, expectations, and the future – this cannot be ignored but rather explored with a deep sense of intellectual inquiry.

- We are dedicated to the future global success for this planet which depends on having a diverse, well-educated workforce.

Education Technology Mission

To effectively integrate innovative and authentic technologies throughout the educational system in order to improve students' academic achievement and develop skills needed to live and work in a global community.

Computer and Technology Standards

American United School of Kuwait believes technology and 21st century skills play an important part in the education of our students. The International Society of Technology in Education (ISTE) developed the National Educational Technology Standards for Students (NETS*S), which emphasize the importance of 21st century skills.

NETS*S

- [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](#)

Based on the belief that teachers should model effective technology use, ISTE developed the NETS*T for teachers.

NETS*T

1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Furthering the belief in student's needs for 21st century skills and the modeling of those skills by teachers, ISTE developed standards for administrators that are a part of and support these ideals of 21st century skills.

NETS*A

1. Visionary leadership
2. Digital-age learning culture
3. Excellence in professional practice
4. Systemic improvement
5. Digital citizenship

Additional standards supporting 21st century skills and also developed by ISTE are the standards for coaches and computer science educators.

NETS*C

1. Visionary leadership
2. Teaching, learning, and assessments
3. Digital age learning environments
4. Professional development and program evaluation
5. Digital citizenship
6. Content knowledge and professional growth

NETS*CSE

1. Knowledge of content
2. Effective teaching and learning strategies
3. Effective learning environments
4. Effective professional knowledge and skills

Learning

Engaging and Empowering Learning Through Technology

GOAL: All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.

- What People Need to Learn
 - A sense of agency (sense of control)

- Technology-Enabled Learning in Action
 - Technology can enable personalized learning or experiences that are more engaging and relevant.
 - Technology can help organize learning around real-world challenges and project based learning using a wide variety of digital learning devices and resources to show competency with complex concepts and content.
 - Technology can help learning move beyond the classroom and take advantage of learning opportunities available in museums, libraries, and other out of school settings.
 - Technology can help learners pursue passionate and personal interests.
 - Technology access when equitable can help close the digital divide and make transformative learning opportunities available to all learners.

- The Future of Learning Technologies
 - Increased use of games and simulations.
 - New ways to connect physical and virtual interaction with learning technologies.
 - Interactive three-dimensional imaging software.
 - Augmented reality (AR) and Virtual reality (VR) as a new way of investigating our context and history.

- Bringing Equity to Learning Through Technology
 - Closing the Digital Use Divide

- Providing Technology Accessibility for All Learners
 - Provide multiple means of representation so that students can approach information in more than one way.
 - Provide multiple means of expression so that all students can demonstrate and express what they know.
 - Provide multiple means of engagement to stimulate interest in and motivation for learning.

- Physical Spaces and Technology-Enabled Learning

Teaching

Teaching With Technology

GOAL: Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

- Roles and Practices of Educators in Technology-Supported Learning
 - Educators can collaborate far beyond the walls of their schools.
 - Educators can design highly engaging and relevant learning experiences through technology.
 - Educators can lead the evaluation and implementation of new technologies for learning.
 - Educators can be guides, facilitators, and motivators of learners.
 - Educators can be co-learners with students and peers.
 - Educators can become catalysts to serve the underserved.

- Rethinking Teacher Preparation

- Foster Ongoing Professional Learning

Leadership

Creating a Culture and Conditions for Innovation and Change

GOAL: Embed an understanding of technology-enabled education within the roles and responsibilities of education leaders at all levels and set a vision for technology in learning.

- Future Ready Leaders

- Future Ready Focus Areas
 - Collaborative Leadership
 - Personalized Student Learning
 - Robust Infrastructure
 - Personalized Professional Learning

- Implementation is Key

- Budgeting and Funding for Technology

Assessment

Measuring for Learning

GOAL: At all levels, our education system will leverage the power of technology to measure what matters and use assessment data to improve learning.

- Approach to Assessment
- Using Assessment Data to Support Learning
- How Technology Transforms Assessment

Goal 1:

Provide a safe, flexible, and effective learning environment for all students.

Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

Strategy 1.1.1: Expand course offerings for students.

Strategy 1.1.2: Expand the use of the flipped model classroom.

Strategy 1.1.3: Expand the use of virtual learning opportunities.

Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.

Strategy 1.2.1: Provide resources and support for one educational technology resource coach per 500 students to assist teachers in integrating technology into teaching and learning.

Strategy 1.2.2: Provide resources and support to expand and facilitate the wireless access to the internet in every student gathering location around campus.

Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Strategy 1.3.1: Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.

Goal 2:

Engage students in meaningful curricular content through the purposeful and effective use of technology.

Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Strategy 2.1.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration.

Strategy 2.1.2: Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.

Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Strategy 2.2.1: Provide and support reasonable access to Internet-connected devices that offer student the flexibility to learn anytime and anywhere.

Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Strategy 2.3.1: Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.

Assessing Our Goals

Using the International Society for Technology in Education National Educational Technology Standards (ISTE NETS) and the associated mapping of the goals of the 21st Century Skills partnership, technology will be integrated into grade levels curricula. In line with that, technology will be seamlessly integrated into curriculum projects that are based on encouraging critical thinking, creativity, collaboration, and information and media fluency.

Purpose:

- To provide students, parents, and teachers with clearly defined learning goals in all grade level and content area curricula.
- To promote and support contributions to curriculum due to the ongoing growth and emergence of viable technologies.
- To efficiently and effectively support teachers in integrating technology by focusing on common learning goals.

Observable Teacher Behaviors:

- Teachers demonstrate awareness and knowledge of their respective technology integrated curriculum.
- Teachers contribute to their respective curriculum planning to maintain technology integration relevancy.
- Teachers demonstrate knowledge of and the use of technological resources and tools.
- Teachers demonstrate best pedagogical practices related to technology integration.
- Teachers demonstrate the blending of content, pedagogy, and technology (i.e. integration).
- Teachers model the use of appropriate technology for a specified task or problem.
- Teachers share and collaborate with colleagues to improve technology integration and teaching and learning.

Observable Student Behaviors:

- Students will be aware of the instructional purpose of using technology in learning (i.e. as opposed to the common idea of technology being a novelty or means for entertainment).

- Students will use technology in productive ways to improve learning.

The following Information & Technology Benchmark Checklists will guide teachers in achieving AUS goals and provide a tool for assessment and evaluation.

Checklists are on the following pages.

<p style="text-align: center; font-size: 2em;">K</p>	<p style="text-align: center;">Kindergarten: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
<p>Creativity & Innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a digital drawing using drawing software e.g. <i>Paint, Google Drawings</i> <input type="checkbox"/> Manipulate objects and pens on interactive whiteboard e.g. <i>Triumph Board</i> <input type="checkbox"/> Apply knowledge of letters and numbers to basic keyboarding practices. <input type="checkbox"/> Use a template to create an electronic slide presentation e.g. <i>PowerPoint, Google Slides</i>
<p>Communication & Collaboration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in electronic shared reading activities e.g. <i>Global Read Aloud</i> <input type="checkbox"/> Utilize interactive on-line application e.g. <i>IXL, Raz-Kids</i> <input type="checkbox"/> Participate in group instruction using interactive websites or <i>Triumph Board</i> resources.
<p>Research & Information Fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Find information through guided research e.g. bookmarks <input type="checkbox"/> Navigate an age appropriate educational website. <input type="checkbox"/> Locate and use classroom and media center resources to acquire information with assistance. <input type="checkbox"/> Use non-linear features in web pages (e.g. frames, hyperlinks and pop-up windows) to read for information.
<p>Critical Thinking, Problem Solving, & Decision Making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand tasks to be completed for final project. <input type="checkbox"/> Identify where needed information might be found. <input type="checkbox"/> Understand that research assignments are learning tasks. <input type="checkbox"/> Follow teacher's guidelines to properly complete a task.
<p>Digital Citizenship</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use only first name when engaging in computer activities. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety.
<p>Technology Operations & Concepts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify computer components and peripherals e.g. keyboard, mouse, monitor, printer and scanner. <input type="checkbox"/> Demonstrate proper care and handling of computer equipment. <input type="checkbox"/> Use a mouse to manipulate objects e.g. drag, resize etc. <input type="checkbox"/> Identify multiple technologies at home and school. <input type="checkbox"/> Demonstrate the ability to use capitalization. <input type="checkbox"/> Startup/quit applications <input type="checkbox"/> Log on/off online resources.

1	<p style="text-align: center;">1st Grade: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Create a digital picture or collage using photo editing or drawing software e.g. <i>Paint, Google Drawing</i>. <input type="checkbox"/> Be able to type a short paragraph using a computer. <input type="checkbox"/> Create a desktop publishing project using digital tools e.g. <i>Google Apps (G Suite)</i>. <input type="checkbox"/> Use correct right- and left-hand keyboard fingering positions when composing on computer.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Use available technologies to collaborate with peers on projects e.g. <i>Google Docs</i> <input type="checkbox"/> Utilize interactive online applications independently e.g. <i>IXL, Raz-Kids</i> <input type="checkbox"/> Participate as a group in electronic shared reading and writing. <input type="checkbox"/> Participate in virtual fieldtrips and/or video conferencing.
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how to use an online resource e.g. <i>Follet Destiny, Google Earth</i>. <input type="checkbox"/> Locate information through guided research e.g. <i>Discovery Streaming</i>. <input type="checkbox"/> Navigate an age appropriate educational website. <input type="checkbox"/> Locate and use vetted classroom and media center resources to acquire information with assistance.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Understand tasks to be completed for final project. <input type="checkbox"/> Identify where needed information might be found. <input type="checkbox"/> Understand that research assignments are learning tasks. <input type="checkbox"/> Follow teacher's guidelines to properly complete a task.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the term <i>Internet</i>. <input type="checkbox"/> Use only first name when engaging in computer activities including any Internet activity. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety. <input type="checkbox"/> Understand adult supervision is needed when using the Internet. <input type="checkbox"/> Never talk to strangers on the Internet.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Identify computer components and peripherals e.g. keyboard, mouse, monitor, printer, and scanner. <input type="checkbox"/> Demonstrate proper care and handling of computer equipment. <input type="checkbox"/> Use a mouse to manipulate objects e.g. drag, resize etc. <input type="checkbox"/> Use common key combinations for menu shortcuts when using operating system and software applications. <input type="checkbox"/> Demonstrate the ability to use capitalization. <input type="checkbox"/> Startup/quit applications. <input type="checkbox"/> Log on/off online resources. <input type="checkbox"/> Find and open an existing document. <input type="checkbox"/> Name and save a document.

2	<p style="text-align: center;">2nd Grade: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Display learned knowledge about a topic on a poster or pamphlet e.g. <i>Google Docs</i>. <input type="checkbox"/> Create presentations using presentation software e.g. <i>Google Slides</i>. <input type="checkbox"/> Compose, type and publish stories using computer e.g. <i>Google Docs</i>.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Use graphic organizing software independently e.g. <i>Kidspiration</i>. <input type="checkbox"/> Participate in electronic shared reading and writing activities with teacher support e.g. <i>Google Docs, Raz-Kids</i>. <input type="checkbox"/> Utilize interactive online applications e.g. <i>Raz-Kids, IXL</i>. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing.
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use and identify appropriate online resources to find information with teacher support e.g. online picture dictionary, online encyclopedia, <i>Google Earth</i>. <input type="checkbox"/> Utilize online databases to retrieve information e.g. <i>Follet Destiny</i>, online encyclopedia. <input type="checkbox"/> Evaluate the quality of online or Internet resources with teacher support.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Create and interpret charts from data on a spreadsheet. <input type="checkbox"/> Identify goals of an assignment and where to retrieve information. <input type="checkbox"/> Identify the places where information could be found e.g. desktop vs. Internet.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the term <i>Internet</i> and how to use it. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety. <input type="checkbox"/> Understand adult supervision is needed when using the Internet. <input type="checkbox"/> Never talk to strangers on the Internet.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate proper care and handling of computer equipment, including Interactive White Board, with teacher supervision and permission. <input type="checkbox"/> Identify desktop, task bar, icon, menu bar, and toolbar. <input type="checkbox"/> Use Favorites/ Bookmarks to open Internet sites. <input type="checkbox"/> Change font size, font, and use capitalization. <input type="checkbox"/> Insert clipart. <input type="checkbox"/> Find and open an existing document. <input type="checkbox"/> Name and save a document. <input type="checkbox"/> Work with a template.

<h1>3</h1>	<p>3rd Grade: Information & Technology Benchmarks Checklist</p> <p>Students Will:</p>
<p>Creativity & Innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create group/individual projects using presentation software or cloud based applications e.g. <i>Google Slides</i>. <input type="checkbox"/> Use a variety of software to create a drawing/ or graphic element.
<p>Communication & Collaboration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize interactive online applications e.g. Raz-Kids and <i>IXL</i>. <input type="checkbox"/> Participate in virtual fieldtrips and/or video conferencing. <input type="checkbox"/> Present group/individual projects using presentation software e.g. <i>Google Slides</i>. <input type="checkbox"/> Participate in electronic reading and writing activities e.g. blog.
<p>Research & Information Fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize online databases and understand search techniques e.g. <i>Discovery Streaming</i>, encyclopedia. <input type="checkbox"/> Locate and organize information from a variety of sources. <input type="checkbox"/> Understand that websites can have false or misleading information e.g. Wikipedia. <input type="checkbox"/> Differentiate between trustworthy Internet sites and unreliable sites.
<p>Critical Thinking, Problem Solving, & Decision Making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Filter information that relates to the topic being researched. <input type="checkbox"/> Determine plan of action to complete assignment accurately and in a timely fashion.
<p>Digital Citizenship</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Only use Internet with adult supervision. <input type="checkbox"/> Understand that some Internet sites are inappropriate and should be reported to a responsible adult. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety. <input type="checkbox"/> Understand how viruses are spread through downloading attachments/programs.
<p>Technology Operations & Concepts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate proper care and handling of computer equipment. <input type="checkbox"/> Identify desktop, task bar, icon, menu bar, and toolbar. <input type="checkbox"/> Cut/copy/paste between applications. <input type="checkbox"/> Use right button on mouse. <input type="checkbox"/> Identify URL as the Internet address <input type="checkbox"/> Use Internet browser buttons e.g. HOME, BACK, FORWARD, and PRINT. <input type="checkbox"/> Recognize and use Internet hyperlinks. <input type="checkbox"/> Use Favorites/ Bookmarks to open Internet sites. <input type="checkbox"/> Create and interpret charts and bar graphs from data on spreadsheets. <input type="checkbox"/> Insert graphics. <input type="checkbox"/> Find and open an existing document. <input type="checkbox"/> Name and save a document. <input type="checkbox"/> Edit their own document. <input type="checkbox"/> Use spell-check. <input type="checkbox"/> Import/export documents from locations outside of the hard drive.

4	4th Grade: Information & Technology Benchmarks Checklist Students Will:
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Create group/individual projects using presentation software or cloud based applications e.g. <i>Google Slides</i>. <input type="checkbox"/> Create and interpret a timeline. <input type="checkbox"/> Create a brochure or newsletter.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Present group/individual projects using presentation software e.g. <i>Google Slides</i>. <input type="checkbox"/> Use graphic organizing software to represent concepts/stories and/or processes. <input type="checkbox"/> Utilize interactive online applications e.g. <i>Follet Destiny</i>, and <i>IXL</i>. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing.
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize online databases and understand search techniques e.g. <i>Discovery Streaming</i> and encyclopedia. <input type="checkbox"/> Utilize note-taking skills from online resources. <input type="checkbox"/> Cite all sources of information correctly. <input type="checkbox"/> Define skimming and scanning techniques. <input type="checkbox"/> Understand that websites can have false or misleading information e.g. <i>Wikipedia</i>.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Define the research problem. <input type="checkbox"/> Locate where information is stored e.g. libraries, classroom, computer. <input type="checkbox"/> Distinguish between fact and point of view. <input type="checkbox"/> Integrate information from two or more sources on same topic. <input type="checkbox"/> Present information in own words.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Never reveal personal information on the computer e.g. last name, telephone number, address. <input type="checkbox"/> Understand that some Internet sites are inappropriate and should be reported to a responsible adult. <input type="checkbox"/> Understand the importance of giving credit to sources used. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Know the difference between “save” and “save as.” <input type="checkbox"/> Utilize taskbar to switch between applications. <input type="checkbox"/> Cut/copy/paste between applications. <input type="checkbox"/> Use right button on mouse. <input type="checkbox"/> Access information from and save information to various drives. <input type="checkbox"/> Identify URL as the Internet address. <input type="checkbox"/> Differentiate between trustworthy Internet sites and unreliable sites. <input type="checkbox"/> Understand how viruses are spread through downloading attachments/programs. <input type="checkbox"/> Access Favorites/bookmarks to open Internet sites. <input type="checkbox"/> Recognize domain extensions such as .gov, .com, and .org. <input type="checkbox"/> Use tab key and justify text. <input type="checkbox"/> Insert and modify graphics.

5	5th Grade: Information & Technology Benchmarks Checklist Students Will:
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Create group/individual projects using presentation software or cloud based applications e.g. <i>Google Slides</i>. <input type="checkbox"/> Use software to create original digital media e.g. images, sound files, video clips. <input type="checkbox"/> Create and interpret a graph from data on a spreadsheet e.g. <i>Google Sheets</i>.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Present individual projects using presentation software e.g. <i>Google Slides</i>. <input type="checkbox"/> Use graphic organizing software. <input type="checkbox"/> Use interactive online applications e.g. <i>Follet Destiny</i>. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing. <input type="checkbox"/> Participate in electronic reading and writing activities e.g. blogs.
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use online reference materials e.g. dictionary, encyclopedia, almanac. <input type="checkbox"/> Utilize online databases such as <i>Discovery Streaming</i> and encyclopedias with keywords. <input type="checkbox"/> Utilize note-taking skills from an online resource. <input type="checkbox"/> Cite all sources of information correctly. <input type="checkbox"/> Organize information from multiple sources. <input type="checkbox"/> Use skimming and scanning techniques. <input type="checkbox"/> Understand the difference between factual and opinion-based websites.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Define the research problem. <input type="checkbox"/> Locate where information is stored e.g. libraries, classroom, computer. <input type="checkbox"/> Distinguish between fact and point of view. <input type="checkbox"/> Integrate information from two or more sources on same topic. <input type="checkbox"/> Present information in own words.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Never reveal personal information on the computer e.g. telephone number, address. <input type="checkbox"/> Understand that some Internet sites are inappropriate and should be reported to a responsible adult. <input type="checkbox"/> Use bookmarks and Internet hyperlinks. <input type="checkbox"/> Differentiate between trustworthy Internet sites and unreliable sites. <input type="checkbox"/> Understand the importance of giving credit to sources used. <input type="checkbox"/> Understand basic copyright restrictions. <input type="checkbox"/> Understand what Internet plagiarism is and how to avoid it. <input type="checkbox"/> Respect the privacy of others. <input type="checkbox"/> Understand the importance of log-in and password safety. <input type="checkbox"/> Understand effects of cyberbullying and/or socially insensitive remarks.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Know the difference between “save” and “save as.” <input type="checkbox"/> Utilize taskbar to switch between applications. <input type="checkbox"/> Cut/copy/paste between applications. <input type="checkbox"/> Use right button on mouse. <input type="checkbox"/> Access and save information from various drives. <input type="checkbox"/> Differentiate between trustworthy Internet sites and unreliable sites. <input type="checkbox"/> Understand how viruses are spread through downloading attachments/programs. <input type="checkbox"/> Recognize domain extensions such as .gov, .com, and .org. <input type="checkbox"/> Use Tab key and justify margins. <input type="checkbox"/> Insert and modify graphics.

<p style="text-align: center; font-size: 2em;">6</p>	<p style="text-align: center;">6th Grade: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
<p>Creativity & Innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create and develop multimedia projects using appropriate software e.g. <i>Windows Movie Maker, iMovie</i> and <i>Google Slides</i>. <input type="checkbox"/> Gather data, input information and create a graph using spreadsheet software. <input type="checkbox"/> Compose and publish a document incorporating advanced word-processing features e.g. <i>WordArt</i>, bulleted lists, page numbers, etc. <input type="checkbox"/> Use software to manipulate digital media e.g. images, sound files, video clips.
<p>Communication & Collaboration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in electronic independent/shared reading and writing activities e.g. blogs and wikis. <input type="checkbox"/> Utilize interactive online applications e.g. Java applets. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing. <input type="checkbox"/> Understand how to effectively use presentation software e.g. <i>Google Slides</i>.
<p>Research & Information Fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locate relevant and reliable information electronic sources and primary and secondary documents. <input type="checkbox"/> Organize information to develop a research paper, utilizing note taking and paraphrases of online resources. <input type="checkbox"/> Evaluate the quality of all sources of information. <input type="checkbox"/> Demonstrate knowledgeable use of a variety of electronic databases. <input type="checkbox"/> Compare and contrast information from different sources. <input type="checkbox"/> Recognize and explains how fact, point of view and opinion differ in digital sources. <input type="checkbox"/> Cite all sources of information correctly.
<p>Critical Thinking, Problem Solving, & Decision Making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret data and answer questions using a database. <input type="checkbox"/> Analyze charts made from spreadsheet data. <input type="checkbox"/> Use electronic databases to conduct a keyword search.
<p>Digital Citizenship</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand effects of cyberbullying and/or socially insensitive remarks. <input type="checkbox"/> Understand and abide by the Standard Uniform Practice (SUP). <input type="checkbox"/> Take precautions to protect online identity from Internet predators. <input type="checkbox"/> Protect against invasion of personal information on computer. <input type="checkbox"/> Understand what Internet plagiarism is and how to avoid it. <input type="checkbox"/> Respect the privacy of others.
<p>Technology Operations & Concepts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate printer for job and conserve paper when printing using Page Range options e.g. All, Selection, Current Page, Pages. <input type="checkbox"/> Create and add data to a spreadsheet. <input type="checkbox"/> Create Favorites/bookmarks to open Internet sites. <input type="checkbox"/> Access Internet sites through URLs. <input type="checkbox"/> Use advanced word processing features such as Find, Replace, Header, and Footer. <input type="checkbox"/> Understand security risks/consequences in downloading files, spyware, social sites, etc.

7	<p style="text-align: center;">7th Grade: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Apply existing knowledge to generate new ideas, products, or processes. <input type="checkbox"/> Gather data, input information and create a graph using spreadsheet software. <input type="checkbox"/> Create multimedia projects using appropriate software e.g. <i>Windows Movie Maker, iMovie and Google Slides.</i> <input type="checkbox"/> Compose and publish a document incorporating advanced word-processing features e.g. WordArt, bulleted lists, page numbers, etc. <input type="checkbox"/> Use software to manipulate digital media e.g. images, sound files, video clips.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Use graphic organizing software to represent concepts/stories and/or processes. <input type="checkbox"/> Participate in electronic independent/shared reading and writing activities e.g. blogs and wikis. <input type="checkbox"/> Utilize interactive online applications. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing. <input type="checkbox"/> Understand how to effectively use presentation software e.g. <i>Google Slides and Google Slides.</i>
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Locate relevant and reliable information electronic sources and primary and secondary documents. <input type="checkbox"/> Organize information to develop a research paper. <input type="checkbox"/> Evaluate the quality of all sources of information. <input type="checkbox"/> Demonstrate knowledgeable use of a variety of electronic databases. <input type="checkbox"/> Compare and contrast information from different sources. <input type="checkbox"/> Recognize and explain how fact, point of view and opinion differ in digital sources. <input type="checkbox"/> Cite all sources of information correctly.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the information needed to answer a given question. <input type="checkbox"/> Identify appropriate resources to answer a specific question. <input type="checkbox"/> Collect and analyze data to identify solutions and/or make informed decisions. <input type="checkbox"/> Interpret data and answer questions using databases.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Understand effects of cyberbullying and/or socially insensitive remarks. <input type="checkbox"/> Understand and abide by the Standard Uniform Practice (SUP). <input type="checkbox"/> Take precautions to protect online identity from Internet predators. <input type="checkbox"/> Protect against invasion of personal information on computer. <input type="checkbox"/> Understand what Internet plagiarism is and how to avoid it. <input type="checkbox"/> Respect the privacy of others.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate printer for job and conserve paper when printing using Page Range options e.g. All, Selection, Current Page, Pages. <input type="checkbox"/> Use a graphing calculator. <input type="checkbox"/> Create Favorites/bookmarks to open Internet sites. <input type="checkbox"/> Access Internet sites through URLs. <input type="checkbox"/> Use advanced word processing features e.g. Find, Replace, Header and Footer, and Word Count. <input type="checkbox"/> Use formulas to analyze data within a spreadsheet. <input type="checkbox"/> Create and analyze charts. <input type="checkbox"/> Understand security risks/consequences in downloading files, spyware, social sites, etc.

8	<p style="text-align: center;">8th Grade: Information & Technology Benchmarks Checklist</p> <p style="text-align: center;">Students Will:</p>
Creativity & Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Apply existing knowledge to generate new ideas, products, or processes. <input type="checkbox"/> Create multimedia projects using appropriate software, e.g. <i>Windows Movie Maker</i> <i>iMovie</i> and <i>Google Slides</i>. <input type="checkbox"/> Use software to manipulate digital media e.g. images, sound files, video clips.
Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in electronic independent/shared reading and writing activities e.g. blogs and wikis. <input type="checkbox"/> Utilize interactive online applications. <input type="checkbox"/> Participate in virtual field trips and/or video conferencing. <input type="checkbox"/> Understand how to appropriately and effectively use presentation software e.g. <i>Windows Movie Maker</i>, <i>iMovie</i> and <i>Google Slides</i>.
Research & Information Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Locate relevant and reliable information electronic sources and primary and secondary documents. <input type="checkbox"/> Organize information to develop a research paper. <input type="checkbox"/> Evaluate the quality of all sources of information. <input type="checkbox"/> Demonstrate knowledgeable use of a variety of electronic databases. <input type="checkbox"/> Compare and contrast information from different sources. <input type="checkbox"/> Recognize and explains how fact, point of view and opinion differ in digital sources. <input type="checkbox"/> Cite all sources of information correctly. <input type="checkbox"/> Synthesize information from a variety of sources and media.
Critical Thinking, Problem Solving, & Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret data and answers questions. <input type="checkbox"/> Compare and contrast information from different sources. <input type="checkbox"/> Recognize and explain how fact, point of view and opinion differ in digital sources. <input type="checkbox"/> Use knowledge of the writing process to write, edit, and publish written work.
Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Understand effects of cyberbullying and/or socially insensitive remarks. <input type="checkbox"/> Understand and abide by the Standard Uniform Practice (SUP). <input type="checkbox"/> Protect against invasion of personal information on computer. <input type="checkbox"/> Understand what Internet plagiarism is and how to avoid it. <input type="checkbox"/> Respect the privacy of others.
Technology Operations & Concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate printer for job and conserve paper when printing using Page Range options e.g. All, Selection, Current Page, Pages. <input type="checkbox"/> Use advanced word processing features e.g. Find, Replace, Header and Footer, Word Count, and Format Paragraph, apply standard text formatting and layout options. <input type="checkbox"/> Create Favorites/bookmarks to open Internet sites. <input type="checkbox"/> Access Internet sites through URLs. <input type="checkbox"/> Create and add data to a spreadsheet. <input type="checkbox"/> Create and use formulas to analyze data within a spreadsheet. <input type="checkbox"/> Create and analyze charts. <input type="checkbox"/> Publish, print and save documents in a variety of locations. <input type="checkbox"/> Understand security risks/consequences in downloading files, spyware, social sites, etc.

Additional assessment data of our educational technology goals will require surveys with our students and staff. AUS will conduct an annual Technology Survey, Instructional Use Customer Satisfaction Survey, Student Technology Survey, and Google Experience Survey.

The objectives of these surveys are to assess:

- The availability and usefulness of technology
- How frequently teachers report using technology production tools to support teaching and learning
- Student engagement with technology
- Effectiveness of G Suite (Google Apps) across the staff

Prepared Surveys:

- [AUS Technology Survey \(instructional staff\)](#)
- [Instructional Use Customer Service Survey \(staff\)](#)
- [Student Technology Survey \(students\)](#)
- [AUS Google Experience Survey \(G Suite specific\)](#)

Key Resources

- NWEA
 - Northwest Evaluation Association
 - Student Assessment
 - Measure of Academic Performance (MAP) creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring student progress and growth for each individual.
 - Current and historical AUS MAP data is accessible at <http://www.aus.edu.kw/>
- G Suite
 - Formerly called Google Apps For Education
 - Student and staff productivity tools
 - The AUS mission is supported by the mission of Google to organize the world’s information and make it accessible and useful. It is a free set of core services for education.
 - <https://edu.google.com>
- Rediker
 - Teacher Portal, Student Portal, Parent Portal
 - Student Information System
 - The integrated management software allows schools, students, parents and families to connect.
 - Web and app accessible student data: grades, attendance, discipline, notification
 - <https://www.rediker.com>
- Raz-Kids
 - Learning A-Z
 - Leveled reading books
 - Digital leveled books and quizzes providing meaningful self paced online reading practice.
 - <https://www.raz-kids.com>
- IXL
 - Adaptive learning for math, language arts, science, and social studies.
 - Provides comprehensive, standards-aligned content.
 - <https://www.ixl.com>

Issues and Trends

Bandwidth

Broadband is the enabling technology of modern learning environments, and broadband concerns should never be a factor when teachers or students are planning for educational activities. Unless we swiftly and systematically move to address bandwidth limitations we will find it to be a limiting factor in school improvement.

Infrastructure:

Converging technologies necessitate upgrading core devices that ensure high availability and data throughput, with the flexibility to meet future challenges including infrastructure capacity for additional AUS as well as staff and student-owned devices.

Flipped Classroom:

The ongoing development of powerful mobile devices will put a wider range of rich, educational resources into the hands of students, at times and places that are most convenient for them.

Lectures that can be viewed more than once may also help those for whom English is not their first language. Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking, particularly those that are widespread in a class. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment.

Digital Citizenship:

<https://www.commonsense.org/education/digital-citizenship>

Google Certified Teacher:

<https://edutrainingcenter.withgoogle.com/certification>

Global Education:

<http://www.p21.org/our-work/global-education>