

Accountability, Technology and Mgmt. Information (ATMI) Department

Project Concept Document

1. Project Name:
Macromedia MX Software Proposal for Middle Schools
2. ATMI Point of Contact:
Miguel Guhlin, Director, Office of Instructional Technology and Library Services
3. Project Requirement Statement:
SAISD Middle Schools currently lack the hardware, the software, and a standardized, district-supported Technology Applications (TA) TEKS-based curriculum. This project addresses the purchase of the software tools—Macromedia Studio MX--needed for the grades 6-8 TA:TEKS to be addressed.

More information is included in the attached needs assessment and proposals.

4. Project Description:
In the Fall, 2002, after a comprehensive needs assessment, Middle Schools became the focus of the Technology Department's efforts to equip campuses in 3 ways: 1) hardware, 2) software, and 3) a standardized TA:TEKS-based curriculum. The first phase of the plan was carried out--TIF funds are being used at the Middle School level to enhance the hardware at campuses. Now, the next phase of the project is to provide the software.

After careful review, and working in collaboration with the Office of District Initiatives and Special Projects, the software tools that fit the requirements for the best price include Macromedia Studio MX. For a limited time, this software is available at a discounted rate, allowing a savings of approximately \$47,600 if purchased for all Middle Schools.

The software is needed at all Middle Schools because all students in grades 6-8 need to have access to the tools. Failure to take advantage of this opportunity means that the district will pay more (\$5500 per middle school campus) for less (limited licenses in the computer lab). If purchased now from the school approved vendor list, the entire campus may install the software through a "site" license agreement.

As hardware and software are put in place, curriculum writers will be hired to develop a standard TA:TEKS curriculum that will be used to meet the Grades 6-8 requirement. Principals have already been notified that the software will be available to them should they establish a one-semester course to address the required TA:TEKS. The ITLS Office already has a plan for curriculum development, as well as allotted funds to pay for curriculum writers. ITLS has also made arrangements to provide training to Middle School TA:TEKS teachers in the use of the tools, and will provide orientation on, as well as adjustment of, the 1-semester course curriculum.

The Office of ITLS has worked in conjunction with the Office of District Initiatives and Special Projects, who in turn worked with the Purchasing Department, to obtain approval in Fall, 2002 for purchase of the software.

5. ATMI Staff Affected:
Staff from the Office of Instructional Technology and Library Services, as well as District Initiatives and Special Projects.
6. Other SAISD Department(s) Effected:
Middle School Campus Principals, Campus Technology Representatives, and TA:TEKS teachers as designated by their principals.
7. Other SAISD Department(s) POC:
Middle School Campus Principals, Campus Technology Representatives, and TA:TEKS teachers as designated by their principals.
8. Estimated Project Costs:
 - a. Cost for Software: \$54,116.35
 - b. Cost for Curriculum Development: \$10,000
9. Estimated Project Duration:
Ongoing as Middle School curriculum is developed, implemented and adjusted to meet TEA guidelines.
10. Critical Deadline: March, 2003 is the critical month to place software orders, schedule deployment at Middle Schools and provide principals with enough lead time to schedule 1 semester course required by the TA:TEKS for Grades 6-8.
11. Additional Staffing Required: :
12. Facility Requirement: Not a requirement.
13. Sole Source: No
14. Budgeted Funds: Yes
Budget Code: 411-13-6399-21-950-3-99-0-00
15. Related To Existing Project: TIF purchases of hardware for Middle Schools to support Technology Application courses offered at this level.

16. Vision 2005/LRTP Reference: (List the appropriate text from either plan that supports this requirement. The organization requiring this support should provide this.)

Vision 2005: Instructional Technology and Library Services

<p>Strategy 1: Enable the students, teachers, and administrators of SAISD to effectively integrate technology into the teaching and learning in the District.</p> <p>Aligned to NCLB Title 2, part D, SubPart 1, Sec.2416 (a) (1) A, B, C), SBEC Standards I-V</p>	<p><u>Auditable Steps</u></p> <p>1) Design and implement content-area specific curriculum activities at LOTI Level 3 and higher in collaboration with Curriculum & Instruction that can be used with the Curriculum Management System. <i>Time Frame: December, 2002</i></p>
<p>Strategy 2: Use digital content appropriately to enhance learning so as to change the learning process, allowing for greater levels of inquiry, analysis, interest and collaboration, creativity, content production and student achievement.</p> <p>Aligned to NCLB Title 2, part D, SubPart 1, Sec.2416 (a) (1) A, B, C), SBEC Standards I-V</p>	<p><u>Auditable Steps</u></p> <ul style="list-style-type: none"> • Develop Middle School Technology Applications: Texas Essential Knowledge and Skills (TA:TEKS) 1 semester course curriculum that reflects a project-based approach to information problem-solving and technology literacy using core-curriculum. <i>Time Frame: Spring, 2003</i> • Implement Middle School Technology Applications: Texas Essential Knowledge and Skills (TA:TEKS) 1 semester course curriculum that reflects a project-based approach to information problem-solving and technology literacy using core-curriculum <i>Time Frame: Fall, 2003</i> • Standardize the lab equipment and software used in Middle School TA:TEKS labs to reflect word processing, spreadsheet, database, desktop publishing, graphics editing in line with web design tools (<i>TA:TEKS, Grades 6-8</i>). <i>Time Frame: Fall, 2002 – Spring, 2005</i> • Promote approaches that foster information literacy and appropriate use of Learning Resource Centers and electronic resources such as the Texas Library Connection, Big Chalk, Find It Fast, and Facts on File. <i>Time Frame: Ongoing 2002-2005</i>
<p>Strategy 4: Create a seamless integration of feedback loops among parent, community, and schools where parents and community interact to create content with students and learning takes place continuously at school and at home.</p> <p>Aligned to NCLB, Title 2, Part D, SubPart 1, Sec. 2416 (a) (4)). SBEC Standards I-V</p>	<p><u>Auditable Steps</u></p> <ul style="list-style-type: none"> • Provide the software tools needed by Campus Webmasters to develop a web site that facilitates information sharing and campus communication. <i>Time Frame: Fall, 2002</i>

Proposal
For
Phased Implementation of
Middle School TA TEKS Software Purchases

Originally proposed: September 23, 2002

Revised and proposed: 01/22/2003

By

The Office of Instructional Technology and Library Services

Miguel Guhlin, Director

Proposal for
Phased Implementation of
Middle School TA TEKS Software Purchases

I. Need

To provide Middle School labs with the necessary software to meet the TA:TEKS for grades 6-8.

Labs were created at the Middle School level to meet the TA: TEKS at grades 6-8, which include:

- plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- create and edit spreadsheet documents using all data types, formulas and functions, and chart information
- plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
- demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics
- create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;
- identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;

The purpose of these labs is to satisfy the Technology Applications Texas Essential Knowledge and Skills requirements at Grades 6-8. This is a requirement by the State of Texas Texas Education Agency (TEA). Furthermore, the TA:TEKS that students in grades 6-8 must master are the standards that the State Board for Educator Certification (SBEC) has adopted for all teachers.

These labs and the accompanying software will enable the middle school campuses to meet the future needs of the students in the present. It will also establish professional development centers for district teaching staff so that they may meet the SBEC Technology Standards for All Teachers.

II. Proposal

A site license for Macromedia's Studio MX will be purchased for each Middle School in a phased implementation by Area, beginning with Area 3, then Area 1 and finally Area 2.

Studio MX includes the following components:

- Dreamweaver MX (Web Authoring software)
- Fireworks MX (Web Graphics software)
- Flash MX (Web Multimedia Authoring software) and
- Freehand (Print and Web Graphic Design software)

The Macromedia product is in use in many school districts across Texas and is recognized—like Microsoft Office—as the standard product to address the Grades 6-8 TA:TEKS requirements (**Appendix B**). The Macromedia software can also be used to satisfy the High School TA:TEKS Courses, which offers Middle Schools the flexibility to offer High School level courses in Middle School. This is important for SAISD since TA:TEKS Courses are rare and, for the most part, unavailable in SAISD High Schools.

Lack of software tools like Macromedia, a standard across the State, professional development for educators, and most importantly, lack of exposure to students in Grades 6-8 creates a clear need.

III. Rationale

The TA:TEKS for basic applications (word processing, spreadsheets, databases, and presentations) can easily be met with Office XP, which is preinstalled on the lab computers. However, additional software is necessary to meet the multimedia standards in the TEKS.

Macromedia's Studio MX addresses these TA:TEKS requirements for Grades 6-8 and a comprehensive curriculum including these applications is being developed. This curriculum will address the needs of the students and will include staff development to support teachers in implementing the curriculum.

A site license for Studio MX will enable the campus to install the software on every computer on the campus, facilitating true integration of skills learned in the TA: TEKS lab across the curriculum. A phased implementation of these purchases will allow the Office of Instructional Technology and Library Services to monitor the progress of each campus and provide training and support as needed.

In addition, site licenses for the campuses are less expensive than purchasing individual copies of Studio MX for the TA:TEKS lab computers only. With 30 computers in a lab at a cost of approximately \$170 per computer, installing Studio MX would cost \$5,100. For campuses with enrollments of less than 500 students, the cost of a site license is \$2,000 and for campuses with enrollments of more than 500 students, the cost is \$3,000.

By going out for quotes from school board approved vendors, the San Antonio ISD was able to find prices better than what Macromedia is offering schools for a *limited* time. In a short time, Macromedia's offer will expire and vendors will be forced to charge full price—forcing San Antonio ISD to pay approximately \$5500 per campus rather than half that.

Failure to support this proposal has profound effects on students, teachers, and the district. Simply put, the following may occur:

- Over 12,000 students in SAISD middle schools will leave grade 8 unprepared as mandated by the Texas Essential Knowledge and Skills.
- The teachers at these campuses, and across the district, will not have the opportunity to develop SBEC's Technology Standards for Teachers.

IV. Assessment of Current Situation

At the present time, implementation of the Middle School TA:TEKS course in SAISD is dismal. In a survey conducted by ITLS Office in August, 2002, it was found that Middle Schools were:

- Teaching technology classes without a TEKS curriculum or scope and sequence
- Unable to show how they were meeting the Grades 6-8 TA:TEKS requirement
- Unable to produce a comprehensive curriculum based on Grades 6-8 TA:TEKS
- Unable to produce a scope and sequence for interim assessment purposes.
- Unable to teach purchased Grades 6-8 TA:TEKS curriculum because they lacked the software tools to teach the curriculum
- Allowing students to leave Middle School unprepared for and uninterested in the High School TA:TEKS courses.

The Office of ITLS submitted a plan in September, 2002 to address these inadequacies in Middle Schools, drafted a curriculum writing plan (**Appendix A**) that would produce a scope and sequence. It also worked with campuses to select the appropriate productivity tools, pilot curriculum, and provide direction previously lacking at the district level.

As of January, 2003, little has taken place to alleviate the deficiencies SAISD Middle School students will take with them to High School. The Office of Instructional Technology is ready to move now to help SAISD meet its needs, it has shared its plan with Campus Technology Representatives, and the anticipation and desire is there among Middle Schools.

V. Evaluation

Items to be considered for evaluation purposes include student portfolios, school posting of the best student-created examples to campus websites, and Tech Fair presentations.

Appendix A

Establishing Equity in SAISD Middle Schools: Technology Applications: TEKS for Grades 6-8

1. What does our assessment of MS tell us in relation to TEKS?

The assessment tells us that we are still promoting computer literacy courses rather than modeling integration into the curriculum to match the intent of the TA:TEKS for Grades 6-8. More importantly, there is confusion and no clear direction available to Middle School TA:TEKS teachers from SAISD Central Office.

2. How many schools do not have a logical sequence of courses?

5 Middle Schools currently do not address the TA:TEKS at Middle School, and the curriculum scope and sequence in use—if it exists—at the other schools varies from campus to campus.

3. Which courses are not sequenced from MS through HS?

Research is still being gathered on what is going on at the High School level, however, from reports so far, there is a disconnect between TA:TEKS for Grades 6-8 and the specialized courses at the High School Technology Applications Courses. The courses are offered at SAISD High Schools but seldom, if ever, taught. For example, here is what is being offered now:

1 Computer Science I class (Brackenridge HS)
3 Webmastering classes (Houston HS)
1 Multimedia class (Burbank HS)

A minimum of 4 Technology Applications courses need to be offered at the High School level.

Funding issues for ensuring the sequence from MS to HS from TEA include:

There are (and have been) many opportunities for funding the Technology Applications courses! The TIF grant (PS10) did a great job! The technology allotment is there! Now there is Title II, Part D < Enhancing Education Through Technology and our state's TARGET grants focusing on Technology Applications (www.tea.state.tx.us/technology)! Subscription-based instructional materials for Technology Applications at Grades K-8 (all students/teachers) and 9-12 (courses) are in development and will be available to schools in 2004-2005! TARGET grants are available to get schools ready for the new instructional materials and to make it possible to offer the Technology Applications courses. (Karen Kahan, Director of Technology Applications, TEA, 09/2002).

4. What is our plan to inform the schools? What is our plan for correcting the problem?

The plan is to hire MS TA:TEKS curriculum writers. Those hired will write a uniform Middle School Curriculum for TA:TEKS that will be due by January, 2003. Instructional Technology will share that curriculum with principals through the Area Executive Directors and CICO. Instructional Technology will only support TA:TEKS Courses that use the curriculum and a process for annual review of the curriculum will be put in place. This curriculum is what will be used for the Curriculum Management System (CMS) and interim assessments.

Simultaneously while curriculum is being written, SAISD's Instructional Technology office—in collaboration with Curriculum and Instruction—will offer a required, two week training session for Middle School TA:TEKS teachers. SBEC states that:

A district may determine that a teacher with any elementary or secondary certificate is competent to teach Technology Applications courses at grades 6-8 (<http://www.sbec.state.tx.us/hottopic/updatetechapps.pdf>)

Background on TA:TEKS for Grades 6-8

- At the middle school there was a required one-half unit computer literacy course in seventh or eighth grade with the essential elements. As a result of Senate Bill 1 and subsequent adoption of Chapter 74, Curriculum Requirements, by the State Board of Education (SBOE), "courses" at the middle school are no longer required.
- Instead, districts have the flexibility of offering the technology applications (computer literacy) essential knowledge and skills in a variety of settings, including a specific class, integrated into the curriculum, or a combination of both.
- Career and technology education (CATE) curriculum cannot be used to satisfy the middle school TA:TEKS curriculum requirements.
- Students can “place out” of a technology applications (computer literacy) course using a district designed assessment (<http://www.tcet.unt.edu/START/teks/faq.htm>)
- Computer literacy certification is no longer available, and there are several options to this certification. Any teacher can actually teach the TA:TEKS course.

What is expected...

A curriculum that shows students how to do the following:

1. Use appropriate computer-based productivity tools to create and modify solutions to problems.
2. Use research skills and electronic communications, with appropriate supervision, to create new knowledge.
3. Use technology applications to facilitate evaluation of work, both process and product.
4. Format digital information for appropriate and effective communication.
5. Deliver the product electronically to a variety of media, with appropriate supervision.
6. Use technology applications to facilitate evaluation of communications, both process and product.
7. Students demonstrate keyboarding proficiency in technique and posture while building speed. They acquire information in a variety of ways. They do word processing, databases, spreadsheets, multimedia, desktop publishing, graphics, and telecommunications projects. They communicate in a variety of formats and evaluate their results.
8. By the end of eighth grade, a benchmark year, students should know and be able to demonstrate the knowledge and skills listed for the middle school level.
9. Students should be "computer literate" before entering high school and enrolling in more advanced technology courses.

SAISD's Current Situation (Assessment done August, 2002)

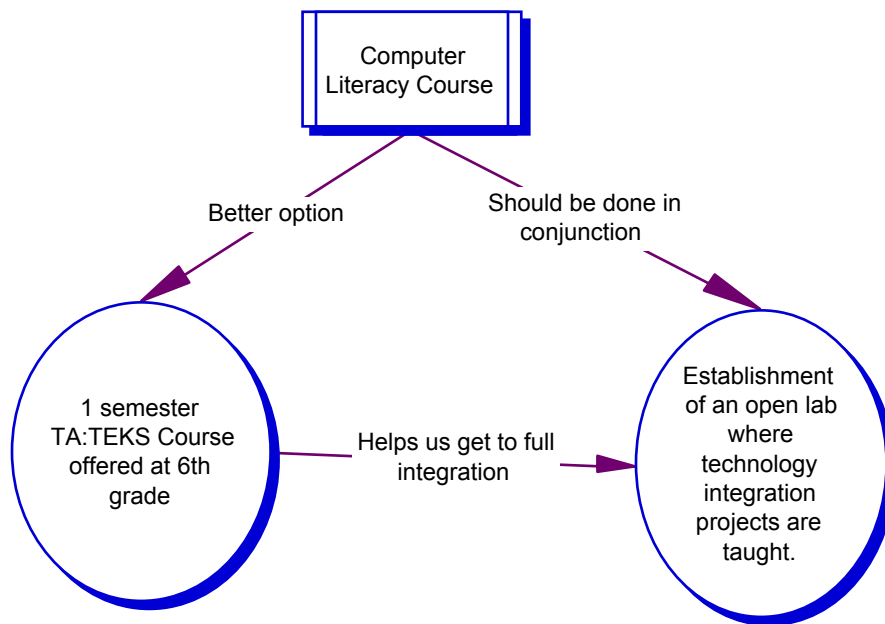
1. Various curriculums are in place across SAISD's middle schools focusing on Computer Literacy, Technology Applications - no scope and sequence available or useful for interim assessment purposes. Draft scope and sequence that were begun are sketchy—lack activities, rich description of what TA:TEKS means, content area integration and assessment rubrics--and do not meet the requirements of the Grades 6-8 TA:TEKS:
 - Computer Literacy/Technology Applications (“old” Computer Literacy guidelines).
 - Computer Science (A High School Course)
 - Radio Broadcasting (Career and Technology Education)
 - Graphics & Animation (A High School Course)
 - Video Production (A High School Course)
 - Career Investigations
2. Of the 12 teachers focused on Computer Literacy and Technology Applications, only 7 are certified in the appropriate area.
3. 4 Middle Schools not addressing TA:TEKS requirements through a specific course.
4. 1 Middle School teaching Career Investigations
5. *Lack of a uniform, district-wide process for addressing TA:TEKS for Grades 6-8*
6. The technology magnet middle school—Rhodes—is currently teaching several courses, including the following:
 - High School Credit Technology Applications Courses:
 - Webmastering (using Northside ISD's curriculum)
 - Digital Graphics & Animation
 - Video Production
 - Desktop Publishing
 - Rhodes would like to also have the following High School credit courses but does not have approval from Chula Boyle, Dr. Torres and/or Area Executive Director, Liz Melson:
 - Computer Science I
 - Computer Science II
 - Multimedia

This would be worthwhile since it would allow Instructional Technology to develop curriculum and pilot the use of that curriculum with teachers and students. Rhodes currently does not have a scope and sequence and is working feverishly in cooperation with Instructional Technology to develop the curriculum for the High School Tech Apps courses. To the best of my knowledge, these High School Tech Apps courses do not exist anywhere else in SAISD.

Options Available to SAISD:

TA:TEKS Integration and/or TA:TEKS Course

- SAISD has three options available to it. It can continue to offer the *old* Computer Literacy type course, or it can choose to integrate across the content area, and/or it can develop a new curriculum that models what technology integration should look like.



INTEGRATION ISSUES:

- How do you track TA:TEKS integration into content areas over a 3 year period? What happens if the student moves to another campus? To another district?
- Who is responsible for tracking integration per student?
- Do you revise the scope and sequence for all content areas, have a drop-in lab where technology integration projects are taught and the CIT documents the TA:TEKS addressed per student, or...?

COMPUTER LITERACY COURSE ISSUES:

- Intent is for this course to go away.
- Requires a certified computer literacy teacher OR a teacher who has 9 semester hours in technology courses that will be used to count for certification. The goal is integration.

1 SEMESTER, TA:TEKS COURSE ISSUES:

- Not a computer literacy course.
- Instead of a certified computer literacy teacher SBEC & TEA now allows SAISD to use certified, interested teachers. SAISD's Instructional Technology Office would offer a 2 week training program for the 1 semester TA:TEKS course teachers. The first week would focus on building technology applications, while the second would focus on the curriculum integration.
- Main benefit is that the District knows it is *covered* in regards to meeting the TA:TEKS requirements for Grades 6-8 and that there is a comprehensive curriculum for students

and staff development for teachers.

How can we get from here to there?

Two approaches are suggested and implementation should begin immediately:

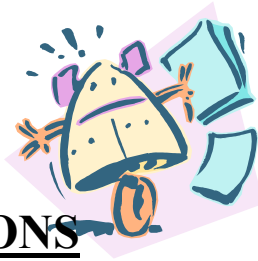
1. The first is the creation of a 1 semester, TA:TEKS course taught at the 6th grade level. This would not be a computer literacy course, but rather an inter-disciplinary course that employs an information problem-solving approach (e.g. Big6) to meet the expectations addressed. Plans are being made to hire curriculum writers (refer to attached flier, curriculum guidelines, timeline).
2. The second is the full, phased integration of TA:TEKS into the scope and sequence of all content area at grades 7 for 2003-2004 and 8 for 2004-2005. This work will be done in collaboration with **Curriculum & Instruction** department.

Moving Forward: SAISD Instructional Technology needs to:

3. A) Develop TA:TEKS Course Curriculum in line with curriculum guidelines shown here for sixth grade.

B) Contact Middle School Principals and notify them that they need to establish a 1-semester TA:TEKS course to be taught at the 6th grade level for the 2003-2004 school year as outlined here. Principals have already been notified that they have a lab to be paid for with TIF funds and it has been recommended that they establish this lab for this purpose.

C) Offer professional development for Middle Schools TA:TEKS teachers during the summer, and then have follow-up support during the school year.



TECHNOLOGY APPLICATIONS

Curriculum Writing



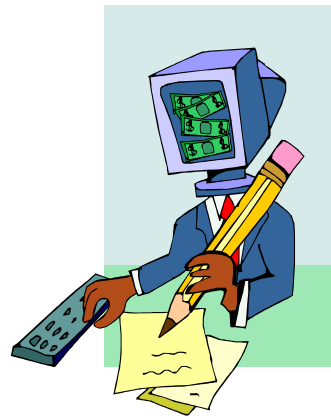
Instructional Technology is looking for middle school teachers interested in writing curriculum for the 6th Grade Technology Applications course to be implemented in the 2003-2004 school year.

DRAFT *Interested?*
September 1, 2002

Where: SSNB
1702 N. Alamo St.
Room 206

Time: 4:30 – 5:00 p.m.

Purpose: To discuss the Technology Applications curriculum development guidelines, timeline, compensation, and selection criteria.



Criteria for Curriculum Development For the Middle School Technology Applications Course

What do we want to do in SAISD?

Offer a Technology Applications course with a rich and challenging curriculum that focuses on creating, accessing, manipulating, utilizing, communicating, and publishing information during the learning process. SAISD middle schools will have the flexibility of offering a one-semester course or integrating the Technology TEKS into other curricular areas.

Task

Identify 3-5 teachers to develop a one semester curriculum for a 6th grade Middle School Technology Applications course for the 2003-2004 school year that focuses on real world problems/issues addressed in the core content scope and sequence.

Criteria

- TA curriculum must be designed for a one-semester course to be taught at the 6th grade level.
- Follow the district format when creating the TA Curriculum/Scope and Sequence, as well as incorporate a description of what the TEKS actually mean. (Use sample from core content course)
- Identify one big concept that addresses a real world issue per grading period using the scope and sequence from the core content areas to be used as a major project that students will investigate. Two major projects for the semester.
- Determine the kind of product(s) that the students will be expected to create.
- The project will be structured around the Big 6 Information Problem-Solving Approach.
 1. Task (What do I need to do?)
 2. Information Seeking Strategies (What can I use to find what I need?)
 3. Location and Access (Where can I find what I need?)
 4. Use of information (Look and read; look and write)
 5. Synthesis (What can I make to finish the job?)
 6. Evaluate (How will I know I did my job well?)
- Both projects must be designed to address the majority of the Technology Applications TEKS.
- Develop a rubric to assess each project at the end of the grading period.
- Develop a timeline for each project outlining due dates helping keep students on task.
- Develop a sequence of on computer and off computer quality activities that teach the basic Technology TEKS so that the students have the necessary skills to complete the project. The activities must include each area covered in the project. For example, if the project is for the students to gather data and develop a printed document, then the activities must include the TA TEKS for data base, word processing, ethics, internet, desktop publishing, graphics, etc.
- Handouts for each activity and assessment must be provided. The assessment must also contain an answer key if appropriate.

- All activities will be designed to be at the highest possible LOTI level. (Framework will be provided)
- Develop a rubric or grading assessment for each area being addressed to insure students have an understanding of the skill(s) being taught.
- Technology TEKS not covered in the 2 projects will need to be incorporated into the activities to insure that all TA TEKS are covered by the end of the semester.
- The projects will be authentic, challenging, and multidisciplinary with the second project being more sophisticated and challenging.
- The projects must include the use of scanner, digital and video camera.
- The projects must incorporate the TLC (Texas Library Connection) resources.
- All identified TA teachers will work on the curriculum / scope and sequence but divide the tasks depending on individual strengths.
- Teachers will commit to meeting once a week to provide feedback and status report to group. (Group determines date, time and location)
- The curriculum / scope and sequence must be completed for review by the Office of Instructional Technology by Friday, November 15, 2002.
- At least 3 teachers will be asked to test the curriculum and will be given a copy on December 2, 2002.
- The curriculum will be reassessed and modified if needed during the month of June and will be published and ready for distribution by August 2003 for the start of the 2003-2004 school year.

Timeline:

Meeting #1

August 27, 2002

Purpose:

Get acquainted with MS TA teachers

Provide copy of criteria

Request that interested teachers notify IT staff by August 30, 2002

Meeting #2

Monday, September 2, 2002

Purpose:

Revisit guidelines

Form the working team

Outline responsibilities for each team member

Establish meeting dates and times among team

Meeting #3

Saturday, September 7, 2002

Serious workday

Meeting #4

Monday, September 16, 2002

Status Report

Meeting #5

Saturday, September 21, 2002

Status Report

Meeting #6

Monday, September 23, 2002

Big Project complete with all activities plus rubric and assessment

Continue working on all the lead in activities and rubrics

Must identify TEKS

Meeting #7

Monday, September 30, 2002

1st 9 weeks Project, project activities, assessment, rubric, lead-in activities and rubrics due.

Meeting #8

Monday, October 7, 2002

Start of the 2nd 9 weeks project and activities

Meeting #9

Saturday, October 12, 2002

Status Report

Meeting #10

Monday, October 21, 2002

2nd project is completely due

Meeting #11

Saturday, October 26, 2002

Meeting #12

Monday, October 28, 2002

2nd Project due

Project Activities + assessment rubric

Project Assessment + rubric

Meeting #10

Monday, November 4, 2002

Entire curriculum due

Meeting #11

Monday, November 11, 2002

Meeting to discuss minor changes

Notes for IT:

Consider including a High school and/or ES teacher

Or Consider a Middle School SS and or SC teacher

Middle School Technology Applications Curriculum Writer - Application Form

Teacher Name:		Campus:	
Home Phone:			
1. What experience do you have in developing curriculum? Be specific			
2. List or identify curriculum and technology standards as well as instructional strategies that you are familiar with or have a working knowledge of.			
3. Have you developed any student activities and/or projects that integrated technology into core content areas? Provide examples.			
4. List instructional software that you use on a regular basis.			
5. Give an examples of an activity created around a specific Technology Applications TEK.			
6. List the technology peripherals you use in the classroom on a regular basis.			
7. What are your technology strengths?			

8. What are your curricular strengths?			
9. Describe an activity where students have had to synthesize solutions to a problem			
10. Give an example of an activity created at LOTI level 3 or higher (referred to attached chart)			
11. Circle your level of word processing experience.	Low	Moderate	High
12. How do you use a word processing program with your students?			
13. Circle your level of spreadsheet experience.	Low	Moderate	High
14. How do you use a spreadsheet program with your students?			
15. Circle your level of database experience.	Low	Moderate	High
16. How do you use a database program with your students?			
17. Circle your level of graphics experience.	Low	Moderate	High
18. How do you use a graphics program with your students?			
19. Circle your level of multimedia experience.	Low	Moderate	High

20. How do you use a multimedia program with your students?			
21. Circle your level of Internet experience.	Low	Moderate	High
22. How do you use an Internet program with your students?			
23. Circle your level of E-mail experience.	Low	Moderate	High
24. Do you send and receive e-mail regularly?	Yes	No	
25. Can you attach documents to outgoing e-mail?	Yes	No	

Include in your application portfolio items for 9, 10, 14, 20.

Appendix B

Please note that items requiring Macromedia software proposed for purchased are highlighted in yellow.

§126.11. Implementation of Texas Essential Knowledge and Skills for Technology Applications, Middle School.

The provisions of this subchapter shall supersede §75.51 of this title (relating to Computer Literacy) beginning September 1, 1998.

Source: The provisions of this §126.11 adopted to be effective September 1, 1998, 22 TexReg 5203.

§126.12. Technology Applications (Computer Literacy), Grades 6-8.

(a) General requirements. Districts have the flexibility of offering technology applications (computer literacy) in a variety of settings, including a specific class or integrated into other subject areas.

(b) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, **create a solution**, and evaluate the results. Students **communicate information in different formats** and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(c) Knowledge and skills.

(1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(B) compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;

(C) demonstrate the ability to select and **use software for a defined task** according to quality, appropriateness, effectiveness, and efficiency;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, **digital file formats and cross platform connectivity**;

(E) use technology terminology appropriate to the task;

(F) perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

(G) explain the differences between analog and digital technology systems and give examples of each;

(H) use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and

(I) compare and contrast LANs, WANs, Internet, and intranet.

(2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;

(B) demonstrate keyboarding proficiency in technique and posture while building speed;

(C) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and

(D) develop strategies for capturing digital files while conserving memory and retaining image quality.

(3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;

(C) describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;

(D) identify the impact of technology applications on society through research, interviews, and personal observation; and

(E) demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

(4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and

(B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;

(B) demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs; and

(C) use on-line help and other documentation.

(6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:

(A) determine and employ methods to evaluate the electronic information for accuracy and validity;

(B) resolve information conflicts and validate information through accessing, researching, and comparing data; and

(C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

(7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;

(B) create and edit spreadsheet documents using all data types, formulas and functions, and chart information;

(C) plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;

(D) demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;

(E) create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;

(F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;

(G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

(H) use interactive virtual environments, appropriate to level, such as virtual reality or simulations;

(I) use technical writing strategies to create products such as a technical instruction guide; and

(J) use foundation and enrichment curricula in the creation of products.

(8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

(B) complete tasks using technological collaboration such as sharing information through on-line communications;

(C) use groupware, collaborative software, and productivity tools to create products;

(D) use technology in self-directed activities by sharing products for defined audiences; and

(E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

(9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and

(B) resolve information conflicts and validate information through research and comparison of data.

(10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;

(B) demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;

(C) create a variety of spreadsheet layouts containing descriptive labels and page settings;

(D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

(E) match the chart style to the data when creating and labeling charts.

(11) **Communication.** The student **delivers the product electronically** in a variety of media, with appropriate supervision. The student is expected to:

(A) **publish information** in a variety of ways including, but not limited to, printed copy, monitor display, **Internet documents, and video;**

(B) design and create interdisciplinary multimedia presentations for defined audiences **including audio, video, text, and graphics;** and

(C) **use telecommunication tools for publishing** such as Internet browsers, video conferencing, or distance learning.

(12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;

(B) **determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;**

(C) select representative products to be collected and stored in an electronic evaluation tool; and

(D) evaluate the product for relevance to the assignment or task.

Source: The provisions of this §126.12 adopted to be effective September 1, 1998, 22 TexReg 5203.