

ENDS 4: TECHNOLOGY

Students will understand and apply current and emerging technologies to extend their personal abilities and productivity.

Interpretation:

- We interpret **students** to mean all students in our K-12 educational system and students who have recently graduated.
- We interpret **understand and apply** to mean that students use technology appropriately throughout their K-12 school experience.
- We interpret **current and emerging technologies** to include the wide array of technology from personal cell phones to highly specialized software and hardware that is being continually created, upgraded, extended, and implemented throughout our society.
- We interpret **to extend their personal abilities and productivity** to mean that our students at every level are using technology to collaborate, innovate, communicate, investigate and solve problems in a safe, legal, and ethical manner.

Last year the School Board created Executive Limitation 15 to separate much of the technology data reporting from Ends 4 and place it in Executive Limitation 15. The Board accepted the Ends 4 report for school year 2012-2013 in its previous format on May 28, 2014 with the understanding that the Board would be presented with a new proposal for Ends 4 in 2014-2015.

Reasonable progress:

We have confidence that our students are meeting the target of Ends 4 as they use technology appropriately embedded in classroom instruction and learning activities, aligned with Washington Educational Technology Standards and Common Core Standards in Educational Technology. Students have opportunities to learn, and to demonstrate these skills and proficiencies at school as they progress through the elementary grades and variety of content areas in their middle and high school years.

Evidence:

Technology in the context of the classroom is not unlike technology in a career or daily life. In school the focus is on learning and instruction using whatever tools are most appropriate and best serve the learning needs of each student whether a tablet, laptop, graphing calculator, pencil, or ruler. At work or in daily life, the choices are the same – which tool works best for an

activity. In our classrooms different tools including a variety of technology choices are provided for students and teachers along with access to curriculum and to Internet resources. The use of technology cannot be separated from student learning activities or teacher instruction to create a numerical value or comparison of the impact technology has on learning. Instead we build the capacity for students to reach E-4 by providing appropriately integrated experiences within instruction and learning experiences across all content areas. Students use various tools including technology of their choice in collaborating, innovating, problem solving, creation of projects and publications that are meaningful and enhance what they know and can do. These opportunities start in Kindergarten and build every year throughout a student's educational life and experiences in the Issaquah School District.

Our target which is included in the current ISD-IEA contract is for all classroom teachers in the Issaquah School District to provide an OSPI Tier 3 classroom. [OSPI created the Tiers of Technology Integration into the Classroom Indicators to help teachers determine the kind of classroom they were providing for their students and provide growth examples.](#) In a Tier 1 classroom technology is used by the teacher for their job. In a Tier 2 classroom the teacher facilitates student group activities and student use of technology. A Tier 3 classroom provides a powerful, student-centered 21st century learning environment in which **students are actively engaged in using technology in individual and collaborative learning activities.** In Tier 3 classrooms students can demonstrate E-4.

The Washington State Educational Technology Standards combine with the integrated technology Common Core State Standards to provide the guidance and activities through which a classroom can provide a Tier 3 environment. Particularly in Issaquah with the phenomenal support of our community, we have the classroom technology to implement the standards within the district's curriculum.

[The OSPI Educational Technology Standards](#) were written in 2008. Along with the EALRs and Components are included GLEs. The GLEs suggest evidence of learning along with basic level examples and 21st century learning environment examples and a variety of possible content area connections.

With the adoption of Common Core State Standards in 2011, OSPI has created a [Crosswalk with the Educational Technology Standards and the Common Core State Standards for teachers.](#)

The required middle school TechSmart classes have implemented a pretest and posttest each trimester during school year 2014-2015. The information will be ready for the 2015-2016 Ends 4 monitoring report.

Further information regarding technology use and implementation will be found in EL-15.

Capacity Building:

Students in Grades 3, 4, 5, 6, 7, 8 and 11 are participating in the Smarter Balanced Assessment (SBA) during school year 2014-2015. As this is the first year there has much preparation of lessons and examples for students not only of content but of the technology tools that are used in the test to assure students are comfortable during the testing. In addition all students must take one of the Training Tests prior to the real SBA. The Training Test exposes the students to all of the available tools used within the online SBA and gives them an opportunity to practice.

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