

**ST. CROIX
SCHOOL DISTRICT**

**DISTRICT TECHNOLOGY PLAN
2011 – 2013**

STUDENT ACHIEVEMENT MEANS EVERYTHING – ALL MEANS ALL

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1. Introduction

Executive Summary – Key Points

The following plan provides strategic direction and establishes specific action steps related to how the St. Croix School District will implement technology within its schools over the next two calendar years. This plan is intended to provide practical foundation for how technology will be integrated into the School Improvement Plans as well as how the district itself will support teachers, administrators, and students in the use of technology for teaching and learning.

The basic premise of this plan – as informed by research -- is that pedagogy and curriculum must drive technology use. Beyond this, the plan is also built upon the knowledge that St. Croix students need teachers who understand how to teach in ways that foster the development of thinking skills as well as the acquisition of content knowledge (see **Background**, Chapter 1 of this plan). Technology has a role to play in supporting teachers in both of these tasks, even if at present most teachers are largely only familiar with the use of technology for teaching content. The strategic directions of this plan aim to develop teacher skills, and to facilitate teacher use of technology to accomplish new tasks and to truly bring our schools and the work that occurs within them into the 21st Century.

In order to accomplish this work, the district plan establishes the District Technology Team and the School-Based Technology Resource Teacher as the locus for efforts to move technology ahead in the district and school respectively. This District Technology Team will be composed primarily of Curriculum Coordinators and Directors and will be headed by the Director of Curriculum Assessment and Technology. The primary mechanism for insuring that the technology plan functions as intended is through the Team's review of technology-related purchases for schools. The Team will help schools – through policy, review, and professional development guidance – insure that their technology-related purchases align with the *curriculum goals* in their School Improvement Plans as well as the goals of this Strategic Technology Plan. Such alignment is intended to avoid the present lack of coordination between technology purchased and teaching and learning outcomes (see **Current Status**, Chapter 2). Furthermore, schools will bear some of the responsibility for demonstrating the actual impact of the technology they have acquired. This will occur through schools' participation in regular evaluation and data collection activities such as those carried out in the Fall of 2009 and now intended for the Spring of every school year starting with the 2010 – 2011 year (see **Evaluation Design/Plan**, Chapter 4).

Another key premise of this plan is that if the underlying goal of this plan is to effect pedagogical change so that teachers are teaching in the ways that will prepare students with 21st Century Learning skills, then teachers will need intensive, on-going, job-embedded professional development. Teachers cannot simply be told “to change” but rather need considerable assistance seeing and understanding new models for how students learn with technology. The vehicle for making this happen in schools is the School-based Technology Resource Teacher. This teacher – who will be fashioned from the existing Computer Lab Teacher in most schools – will be an individual who works with teachers and their students to model these new pedagogies and to help teachers incorporate these new strategies within their practice and curriculum. This is not easy or quick work. Therefore, the district is committed to supporting this work via training and supporting these full-time positions in St. Croix elementary schools. Through these efforts, teacher practice can begin to be aligned with the goals and visions of this technology plan and other improvement plans for St. Croix schools.

The St. Croix District understands that its efforts to effect this sort of alignment - and the related degree of accountability -- will require time and participation at the school level. Therefore, starting this (2009 – 2010) school year, before the year is out, the District will begin to offer professional development in the form of information sessions to schools on the principles expressed in this plan and the data that underlies its goals/actions (see **Goal 3**, Chapter 3). Beyond this Spring, on-going training will be provided to building administrators in how to interpret the technology plan's goals and how to implement its actions. The district will also provide on-going, robust teacher professional development focused on helping teachers change their pedagogy and make use of technology to reach new instructional goals.

Background – Purpose of this Plan

Education in the St. Croix District of the United States Virgin Islands is currently facing a unique set of challenges and opportunities. Therefore, it is imperative that we look intensely, carefully, and thoroughly at increased use of technology to assist in meeting these challenges and transforming student achievement and overall learning for all learners. Thomas Friedman's book "The World is Flat" clearly accentuates the competition across the United States and the world is forcing this transformation ultimately to leveling the global playing field. As a result, we as a school district must act now with a clear vision and plan or we will be farther behind than ever before, especially since technology is so much a part of our daily lives now, but incredibly, it will be even more pervasive in the future. Just think about what the district and/or the territory will be like, and what will be expected of our schools' graduates when this year's kindergarten class graduates from high school. Technology will be integral and for those not ready for the changes, disruptive.

This plan has been written within a context of recognizing both the need to improve educational achievement of St. Croix District students, especially those who are underachieving, and the parallel constraints of funding challenges facing the state, district and schools. This is a period in which the emphasis is on improving achievement as much as possible with tried and true methods. While this is the very difficult context we all recognize and understand, it substantially understates the challenges we face in education. A combination of globalization and technology advances are racing far ahead of our responses in education.

While it seems as though technology surrounds us today, there will surely be far more by the time most of today's, let alone tomorrow's, students become adults. We now have so many ways to communicate and learn from the rest of the world, with technology as an intermediary, and much more is coming that we cannot even imagine today.

Research has demonstrated that educational technology can make an important difference when it is used in the classroom to support the current mode of teaching, such as assisting in locating information, doing rote learning tasks, or communicating with others. To achieve more significant gains, the approach to teaching changes, typically allowing more individualized or project-based learning with the teacher in a more powerful but challenging role as guide and mentor. This brings the students into a more engaged, motivating relationship with their own learning, often termed a constructivist approach to signify they are learning to build their own base of knowledge and understanding. The challenge of moving to this mode of teaching and learning is significant and requires considerable time and solid support from school administrators and fellow teachers. Educational technology is not a simple solution that is quickly applied; it is not painting the walls to give a room a fresh look. Educational technology takes planning, integration and perseverance.

We need leadership at all levels that can imagine and implement a fundamentally transformed educational system that is customized for each student, is data driven and technology facilitated, is readily extended beyond traditional time and space considerations, and through which professional educators markedly increase student motivation, achievement, and readiness to be productive citizens in a global society.

The District Plan is based on the vision that supports "Student Achievement is Everything: All Means All" and a single objective that states both what is expected of students, staff, parents, and community and the context in which they will be living, which is to **Prepare St. Croix students to become productive citizens in a global society**. This single objective makes clear that whatever is done with educational technology, the fundamental is, "what does it do for each student?" **We must also include the use of assistive technology when appropriate to ensure that we are including ALL students**. Failures to make appropriate and effective use of educational technology must be seen as impacting the student.

The District's Vision for Technology

Technology is an indispensable tool in the pedagogical process. The effective integration of technology at each level of the learning environment will permit administrators, teachers, and students to develop fundamental technological skills, as well as analytical, problem-solving, and implementation skills useful in addressing real-world challenges and day-to-day activities.

2. Current Status

Current Technology Initiatives

The St. Croix school district has invested considerable time and effort over the past several years building and implementing a range of strategies aimed at improving teaching and learning via the integration of technology tools. Students at all levels are provided access to a range of technologies and receive instruction in computer labs and in classrooms equipped with computers. Through lab-based instruction and Learning.com's EasyTech curriculum, students at the elementary level develop technology skills aimed at mastering technology core competencies.

The district has adopted a number of intervention programs that make use of information technology. For example, the district-wide use of PLATO Learning (PL) PL is a robust, Web-driven, e-learning tool that is used to accommodate blended learning in support of credit recovery and course delivery to students. In a similar vein, the district has implemented Achieve 3000, Read 180, and Accelerated Reader at various schools throughout the district to address the needs of schools that have not made AYP in English Language Arts (reading, specifically). All of these intervention tools require 1-1 student access to computer workstations. In many of these schools, the need to engage students with intervention programs has placed a considerable strain on school computer labs, in some cases requiring labs to be entirely devoted to intervention. This naturally means that students in these schools are not able to utilize EasyTech, Learning.com, or many of the other technology-based curriculum activities and programs. This situation is only going to be exacerbated by the full-district roll-out of Plato.

The district has invested in the acquisition, installation, and use of Promethean electronic boards and associated software within a majority of its schools' classrooms. Teacher professional development related to using the boards and associated software is an on-going enterprise.

All St. Croix schools have school websites. Many of these sites are built and posted via Edline, but some are still hosted using other hosting services. VIDE OIT has been working with schools across the district to start to get student information into Edline and thereby provide parent access to student records. Some schools have done a very good job of implementing this sort of access, but some have not made much progress in developing this component of their school web presence. While this is more a teacher skill/interest issue than a technical one, it still requires considerable and on-going professional development to address.

Also in terms of online information posted by schools, it is noted that there is not currently a uniform standard for what information schools will post on their websites. Likewise, school libraries are currently at very different places in terms of how librarians create and post information for the use of their schools. Some currently use wikis (which unfortunately are hosted on a commercial hosting service and therefore carry ads and other undesirable information) and others make use of Edline. Ideally, there would be uniformity – in terms of hosting and access – for all school and teacher produced online information.

Please note that specific hardware inventories are detailed in an Appendix to this plan.

Current Status of Technology Use

Between May and October, 2009, The Virgin Islands Department of Education (VIDE) contracted the services of an independent evaluator to assess key dimensions of the Territory's instructional technology implementation effort. These dimensions included: Technology Integration, Technology Infrastructure and Access, Technology Professional Development, and Technology Literacy and Standards. To evaluate progress in these areas, the evaluators collected survey and in-person interview/observation data from elementary and secondary teachers, students, administrators as well as parents of students from all levels.

Viewed against a research-based standard of best practice in each of the four key areas, findings from the evaluation provide an accurate picture of the current state of technology use and integration across the territory. Key findings, by dimension, are:

Technology Integration

- While teacher use of technology for presentation is widespread, there is very little integration of technology in the sense of students using technology to develop and support higher order thinking skills - also known as 21st century learning skills.
- Integration of technology is limited by what is essentially a teacher-centered learning environment. Within this current context, there is not much more that teachers can do other than to use technology for presentation.
- Most student uses of technology are “add-ons” to core curriculum and are not central to the mastery of core curriculum standards and skills

Technology Infrastructure

- In general, technology tools and devices, notably Promethean “smart” whiteboards, are widely available in VI schools, classrooms, and labs.
- Technical support is available, but there exists considerable confusion in most schools as to how to effectively access this support.
- Implementation support is very limited and depends upon elementary computer teachers who seldom have time to provide support. There is virtually no implementation support at secondary schools.
- There are some issues regarding insufficient maintenance, and there is a large backlog of uninstalled equipment.

Technology Professional Development

- There is very little technology professional development, and what exists is mostly of the “how-to” variety.
- Teachers could benefit tremendously from professional development that aims to help them reform their pedagogy and create a more student-centered learning environment.
- A substantial barrier to any professional development is the current inability of teachers, principals and district staff to agree on a viable schedule for professional development that meets the needs of all concerned. The general lack of effective communication between parties only exacerbates this situation.

Technology Literacy and Standards

- Elementary students participate in what is essentially a stand-alone “technology literacy” curriculum that is targeted at their being able to pass a standard technology literacy test.
- There is little evidence that VI students are addressing the current (2007) NETS Student Standards as these standards mainly focus on the use of technology to foster 21st century learning skills within a student-centered learning environment.

The evaluators offered a range of recommendations for strengthening teachers’ vision for how technology can support learning, and for developing leadership strategies to promote effective integration at all levels. Consistent with the ISTE-NETS standards, these recommendations emphasize the use of technology *by students* in ways that support inquiry learning and project-based instruction. VIDE’s efforts to this end must include equipping teachers with the knowledge and pedagogical skills necessary to effectively address curriculum goals in fundamentally different ways. A comprehensive curriculum map, ongoing, job-embedded professional development, and leadership policies at the building level will help to begin the transformation of VI schools into the technology-rich 21st Century learning environments described in the current research on best practice and set forth in the ISTE standards for teachers, administrators, and students.

3. 2011 – 2013 Strategic Goals and Action Plans

The 2011 – 2013 St. Croix District Technology plan is based on six strategic goals that are identical to those at the heart of the VIDE technology plan. This chapter of our Technology Plan outlines how the district will carry out a strategically chosen series of action steps necessary to implement these goals at the district and school level over the two year life of this plan.

Before detailing our 2011 – 2013 action plans for the six strategic goals, we provide information on the structure and purpose of several new initiatives in the district related to how instructional technology will be overseen and implemented at the district and school levels. These initiatives are intended to provide an overall explanation as to how many of the action steps in the action plans are in fact going to be carried out.

The District Technology Team

The St. Croix District Technology Team (DTT) has been established as the entity within the district that has direct responsibility for carrying out this strategic technology plan by being responsible for planning, conducting, and oversight of day-to-day issues related to the district technology plan. The strategy behind creating this team is to bring together into one working group the various district curriculum area coordinators, directors, and technology staff who can collaboratively address issues related to the intersection between curriculum, instruction, and technology. The team works under the auspices of the District Superintendent to insure that the plan and related policies are effectively implemented.

The team is lead by the Director of Curriculum Assessment and consists of the District Technology Coordinator, Curriculum Area Coordinators, Director of Data and Assessment, Coordinator of SPED, technology staff, and other individuals at the discretion of the District Superintendent.

The DTT helps to troubleshoot issues dealing with the broad-spectrum of technology in the district. In particular, they would address school technology issues as related to PD and would coordinate technology PD needs with other district initiatives. The DTT will create and oversee a district technology professional development plan for next two school years that integrates technology PD with existing technology efforts at the Territory and district level. This is in addition to other technology-specific professional development created and offered. The first year of the PD plan will be focused on teacher skills and administrator skills/awareness.

Finally, the DTT is responsible for continuously monitoring the progress of the technology plan's implementation. Some of this monitoring involves reviewing annual evaluation data to look back on progress and thereby make adjustments in implementation (see **Evaluation**, Chapter 4). Other aspects of this monitoring work involve looking at what educational programs and initiatives are on the horizon in schools and to guide technology implementation to best serve those initiatives. This involves coordination with the full range of curricular and instructional priorities afoot in the district and Territory; and this is yet another reason why the DTT has to involve the efforts and input from the directors and program coordinators.

School-Based Technology Integration Teacher

It is abundantly clear that the much of the work of this technology plan will occur at the school level and that much of this work involves helping teachers develop new approaches to pedagogy. This is intensive work that cannot be achieved through pull-out and/or infrequent professional development. Rather, what is required is intensive, job-embedded, professional development that centers around modeling for teachers the pedagogical approaches that will help achieve the NETS-S standards and build the 21st Century learning skills that are at the core of this technology plan. In response to this need, this technology plan establishes the role of the School Technology Integration teacher.

The School Technology Integration teacher derives from the existing Computer Teacher in each elementary school. The intent of the district is to move Computer Teachers into the role of Technology

Integration teacher where they may provide direct assistance to classroom teachers in terms of professional development, mentoring and modeling of technology-infused pedagogies. So that elementary schools may continue to operate their existing computer labs – which are necessary for continuance of full-class computer activities such as EasyTech, Read 180, etc. – the district will support schools in the identification of Para-professional staff to monitor labs. This will enable the Computer Teacher (most of whom already have advanced degrees in Instructional Technology and all of whom are certified teachers) to devote attention to providing job-embedded professional development versus their current role of overseeing labs.

School Technology Integration Teams

Using the team model, the district will require that buildings create technology teams that will be responsible for monitoring technology integration in each building and will be the focus of technology training offered by the district. It is expected that this team would mirror (or in some cases be the same as) the team that develops the annual School Improvement Plan (SIP). This reflects the orientation of this technology plan that at the school building level, technology is integrated into the SIP.

Each school will establish a technology integration team which will be charged with developing school-based solutions and structures for implementing the initiatives described in this technology plan. This team must include the building administrator, curriculum area coaches/teacher leaders (curriculum chair people in secondary schools), and the Technology Integration Teacher (in elementary schools, see above). The team as a whole works to support technology use, assess teachers in meeting technology skill/integration competencies, etc. Team members mentor classroom teachers in the integration of technology. This team – and in particular, the Technology Integration Teacher - is supported via intensive training from the district and is the focal point of district technology integration training.

Strategic Goals

In overall support of the VIDOE's vision for technology and in order to address the priority needs of VI schools, as identified in the previous chapter, the VIDE has established the following strategic instructional technology goals. The St. Croix district has adopted these goals and will use them as the basis for the district's strategic technology plan.

Related to each goal is a strategic direction that will guide the action steps we have created to achieve each goal. These strategic directions arise from the recommendations created out of reviewing the current status of technology within the St. Croix district (see Chapter 2, Current Status).

GOAL #1: CURRICULUM & TECHNOLOGY INTEGRATION

Improve teaching and learning in all content areas through the use of technology.

Strategic Direction: For teachers and administrators to start integrating technology in ways that support what research describes as “best practice”, instruction in VI classrooms needs to become more student-centered and oriented toward the achievement of the NETS-S standards.

GOAL #2: TECHNOLOGY LITERACY

Ensure that all students, teachers, administrators, and staff will be technology literate as clearly defined and outlined by the International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS) categories.

Strategic Direction: VI students need to master core technology competencies so as to successfully participate in the sorts of learning environments that foster the development of 21st Century skills. Subsequently, VI teachers and administrators must receive support in developing the vision for how technology supports the development of technology literacy within the context of the core curriculum. Moving away from the model of stand-alone “computer class”, of course, first requires the development of a vision for how technology supports student learning and the teaching of 21st Century skills.

GOAL #3: PROFESSIONAL DEVELOPMENT

Provide all school personnel with sustained professional development in the use of technology to enhance teaching and learning in a measurable and cost-effective way.

Strategic Direction: VI teachers must be provided with professional development related to reconceptualizing their pedagogical approaches and rethinking the role of 21st century learning skills within the curriculum. Technology integration could be promoted and improved through the re-casting of schools' existing computer teachers as support personnel for classroom teachers working to weave meaningful technology experiences into the core/mainstream/classroom curriculum.

GOAL #4: INFRASTRUCTURE & ACCESS

Provide reliable, stable, secure and state of the art equipment and network access to all schools, administrative offices, and activity centers so that they may integrate technology effectively in academic and extra-curricular settings.

Strategic Direction: Maintaining and making needed improvements to the current technology infrastructure should remain central to the efforts of VI technical and support staff. The process by which technical support is provided must be clarified and communicated to school staff at all levels. Administrators themselves must understand the system and be able to support teachers in obtaining needed technical assistance.

GOAL #5: LIBRARY AUTOMATION

Ensure that all students, teachers, administrators, and staff will be technology literate in terms of using automated catalogs in school library systems.

Strategic Direction: Students, teachers, administrators, and staff must be adept at using on-line and other technology-supported information resources. School libraries should support teachers and students in developing information literacy and research skills aligned with curriculum-driven needs.

GOAL #6: COMMUNITY ENGAGEMENT

Involve all stakeholders—government, businesses, private industry, higher education, churches, and civic organizations—so that they can understand and take advantage of the interdependency and mutual benefits of aligning our resources to benefit the students of the VI and ultimately our economy.

Strategic Direction: Cooperative partnerships between schools and their community need to be developed to maximize opportunities for both. Schools should continue to expand the use of technology such as the WWW, Edline, Homework Hotline, email, and voicemail to improve communication between schools, teachers, parents, and the wider community. In addition, schools should reach out to their communities to foster relationships that engage local business in the educational mission of the schools. Such partnerships can provide all stakeholders with training and exposure that will be mutually beneficial and lead to knowledgeable trainees and productive citizens in the Virgin Islands with real world skills.

Action Plans

The following Action Plans detail how the district will work to fulfill the strategic technology plan goals over the years covered by the plan. Each goal's action plan contains information on actions to be performed by the Territory as well as by the district. District action steps are intended to complement and extend those conducted by the Territory.

Since many of these action steps will require the expenditure of funds to accomplish, further detail on these expenditures is provided in the **Budget** section of this plan (Chapter 5).

GOAL #1: CURRICULUM DEVELOPMENT AND TECHNOLOGY INTEGRATION.

The guiding document for defining our district's work in Goal #1 is the ISTE NETS-S, T, and A standards (see Appendix). Particularly in the case of NETS-S, the thrust of the standards is to emphasize the student acquisition of 21st Century Learning skills within a student-centered curriculum. A primary emphasis of St. Croix's work on this goal will be to engage District coordinators, building administrators, and other stakeholders in collaborative initiatives to guide the integration of content-specific, technology-driven best practices into the curricula.

GOAL: Improve teaching and learning in all content areas through the use of technology.

STRATEGIC DIRECTION: For teachers and administrators to start integrating technology in ways that support what research describes as "best practice", instruction in VI classrooms needs to become more student-centered and oriented toward the achievement of the NETS-S standards.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>Advance Teaching and Learning Skills, including:</p> <ul style="list-style-type: none"> creativity and innovation communication and collaboration research and information fluency critical thinking, problem solving, and decision making 	<p>Teachers in all content areas use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments</p> <p>Teachers design, and develop in all content areas evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context.</p> <p>Students</p>	<p>1. VIDE OIT and C&I will facilitate the development of a state-wide "curriculum map" that demonstrates through curriculum-based examples how teachers can teach in the variety of new and reformed ways that enable the use of technologies to support core subject area learning and the attainment of 21st Century learning skills.</p> <p>2. VIDE OIT and C&I will provide professional development, based in each district that allows teachers and administrators to reflect upon and incorporate the curriculum activities and pedagogy detailed in the state-wide curriculum map.</p> <p>3. VIDE OIT will continue to provide training and services to the districts on digital resources (Edline, Homework Hotline, First-Class, email, internet, video furnace, desktop video streaming and teleconferencing, classroom</p>	<p>District Technology Team (DTT) will conduct orientation sessions for principals to overview the new vision for technology, NETS, and school responsibilities (such as the creation of the school Technology Resource Teacher and School Tech Team). Overview how technology initiative ties into bigger pictures of teaching and learning.</p> <p>The DTT will create and distribute specific guidance for what constitutes the school technology team as well as guidelines on what school technology teams should be aiming for in terms of their vision for technology and how it should be woven into their school improvement plans.</p>	<p>1. Continue to provide professional development support at the district level for implementing school-based training in technology integration.</p> <p>2. Provide technical support and training needed to assist the districts in developing, selecting and/or adopting learning resources (web 2.0 tools, wikis, iPod, wireless, PDAs, cellular phones etc.) that exploit the flexibility and power of technology to reach all learners anywhere and anytime.</p> <p>3. OIT will provide technical support and training needed to assist the districts in leveraging open educational resources (web 2.0 tools, wikis, iPod, wireless, PDAs, cellular phones etc.) that exploit the flexibility and power of technology to reach all learners anywhere and anytime and to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses.</p> <p>4. OIT will continue to provide</p>	<p>Follow-up training on-site to state and district training activities.</p> <p>Complete the development of the student technology scope and sequence.</p> <p>Follow-up observation/monitoring by DTT on how training plays out in the schools. Weave observation and monitoring into walk-throughs. Feed this data into technology plan evaluation.</p> <p>Integrate computer certification programs into the secondary school curriculum.</p>

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
	<p>demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others</p> <p>Students apply digital tools to gather, evaluate, and use information Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>and building wide wireless access for both districts and all schools, etc) training to districts and Equitable, Robust and reliable access to teaching resources that facilitate classroom accessible distance learning, problem solving, collaboration, creativity and research for all students, teachers, staff, and school leaders.</p> <p>4. OIT will assist the VIDE and districts in establishing and updating technology standards and policies for department enterprise licenses and resources needed to promote the use of digital resources for teaching and learning.</p> <p>5. OIT will facilitate collaboration with UVI and other stakeholders as needed to communicate and include VIDE technology integration standards in teacher preparation programs</p>	<p>Create school-based technology teams at each school.</p> <p>The Technology Resource Teacher is created out of the Current elementary Computer Teacher. This includes hiring para-professional staff to continue to staff the lab.</p> <p>Plan and create PD that leverages Territory-wide resources (from OIT and C&I) such as the curriculum map, model lessons, etc.</p> <p>The DTT will begin to develop a specific scope and sequence of student technology skills/tools used (see draft in Appendix) that aligns with the NETS and that every teacher in the district can begin to implement within his/her curriculum.</p> <p>Continue to implement intervention and remediation programs (such as Plato, Read 180, etc.) at the building level.</p> <p>Explore the integration of computer certification programs into the secondary curriculum.</p>	<p>Helpdesk and related WAN (Network) Technical Support to districts needed for maintaining, renewing, and using digital learning resources over the ETAN.</p>	

GOAL #2: TECHNOLOGY LITERACY

The emphasis of this goal is to insure that district students, teachers, and administrators acquire the skills necessary to use technology as a tool for successfully working within the types of learning environments and on the types of learning activities defined in Goal #1. Therefore, the guiding documents for this goal are again the NETS-S/T/A standards (see Appendix).

In terms of student technology literacy, the STX district has set 5th grade as the grade where all students are first assessed as to their technology competency using the EasyTech curriculum/assessment package. Data is collected using EasyTech and is used to determine what further refinement and development of technology skills is required between 5th and 8th grade in order to meet the national standard of 8th grade competencies. The district continues to investigate the best way to insure that all students make the sufficient amount of progress in the development of their technology skills between 5th and 8th grade. It is noted that this is complicated by concurrent initiatives related to intervention (e.g., Plato, Read 180, Achieve 3000, etc.) that also demand computer lab time/resources and the time of students and teachers. This is an issue that needs to be addressed and discussed by the DTT on an on-going basis as these various initiatives unfold throughout the year. EasyTech will continue to be used by the district as the basis for a technology skills (K-8) “curriculum” and an assessment of 8th grade student competencies.

GOAL: Ensure that all students, teachers, administrators, and staff will be technology literate as clearly defined and outlined by the International Society for Technology in Education’s (ISTE) National Education Technology Standards (NETS) categories.

STRATEGIC DIRECTION: VI students need to master core technology competencies so as to successfully participate in the sorts of learning environments that foster the development of 21st Century skills. Subsequently, VI teachers and administrators must receive support in developing the vision for how technology supports technology literacy within the context of the core curriculum. Moving away from the model of stand-alone “computer class”, of course, first requires the development of a vision for how technology supports student learning and the teaching of 21st Century skills.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
Promote Student, Teacher, and Administrator Technology Literacy in the areas of: Digital Citizenship Technology Operations and Concepts Technology use for	Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a	1. VIDE OIT will work with a Territory-wide task force to develop a specific set of core competencies for student, teacher and administrator technology skills. 2. VIDE OIT will provide professional development on the competencies at the district level. 3. Map products from Easy-Tech and TechYES to core curriculum to see how teachers can use	District Technology Team will conduct orientation sessions for principals to overview new technology plan, NETS (S/T/A), and school responsibilities. Overview how technology initiative ties into bigger pictures of teaching and learning. Establish a district checklist for basic technology competencies for all <u>teachers and administrators</u> based on NETS-T/A but that also focus on teacher use of technology for professional productivity	1. Publish and distribute core competencies for administrators and teachers. 2. Continue to provide professional development at the district level. 3. Develop policies for assessing student, teacher, and administrator technology competencies.	Continue PD at the school level on NETS S/T/A Continue to administer district-developed assessment of teacher tech skills (developed in Y1), refine as necessary. Start walk-throughs of buildings using district-developed protocol.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
systemic improvement	<p>global and digital society</p> <p>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resource</p> <p>Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations</p>	<p>both (as appropriate) as a basis for project-based learning of curriculum and technology skills.</p> <p>4. VIDE OIT will work at the Territorial level to collaborate on the development of unified data systems that bring together a wide range of data useful for monitoring student performance and behavior</p> <p>5. VIDE OIT will develop standards for the use of common tools to be used for communication, collaboration and productivity, and will promote the use of these standards to districts.</p>	<p>(based on OIT's common tools)</p> <p>The DTT – the District Technology Coordinator specifically - will develop and implement basic teacher skills assessment plan for determining teacher skills relative to the “checklist” of skills.</p> <p>The DTT will work with school administrators to develop a vision as to what it means for teachers to implement technology as an integrated tool within the classroom AND how this truly changes the way the classroom operates.</p> <p>The DTT will develop “observation for implementation” protocol for use by the school-based team Building teams will be trained in teacher observation using this tool.</p> <p>Facilitate job-embedded PD for the development of teacher technology skills and competencies. This is the responsibility of the District Tech Coordinator meeting with building principals and school technology teams.</p>		

GOAL #3: PROFESSIONAL DEVELOPMENT

The District Technology Team (DTT) is responsible for coordinating technology professional development at the district level. The DTT will create district technology professional development plan for next two school years that integrates technology professional development with existing technology efforts. **The VIDE OIT will also provide the District Technology Team and other individuals approved by the Insular Superintendent with ongoing professional learning community professional development to support and demonstrate how to implement project based learning and student-centered activities in classrooms.** The first year of the professional development plan will be focused on teacher skills and administrator skills/awareness.

Technology PD is for administrators as well as teachers and is built around achieving district competencies for teacher technology skills (both in terms of tech usage as well as integration). There is a building observation tool that is developed and building teams are trained on how to use this to guide and assess teacher skills. It is also the position of this plan that district staff should model the effective use of technology – which includes facilitating access to PD – and that this should translate to principals who then are responsible for modeling the same for their teaching staff.

GOAL: Provide all school personnel with sustained professional development in the use of technology to enhance teaching and learning in a measurable and cost-effective way.

STRATEGIC DIRECTION: VI teachers must be provided with professional development related to reconceptualizing their pedagogical approaches and rethinking the role of 21st century learning skills within the curriculum. Technology integration could be promoted and improved through the re-casting of schools’ existing computer teachers as support personnel for classroom teachers working to weave meaningful technology experiences into the core/mainstream/classroom curriculum.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
Engage all teachers and administrators in professional development aligned with the NETS (Teacher, Administrator and Student) standards that supports a digital age learning environment and empowers them to enhance student learning with technology.	Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources Teachers design, develop, and	1. VIDE OIT will facilitate training of technology integration leaders (developed out of the current technology teacher position) to provide mentoring and support to help teachers incorporate NETS-T into regular teaching practices and assessment 2. OIT will develop training to enable teachers to create assessments for digital age learning experiences.	* Establish the school technology resource teacher, working with the school technology team and individual teachers as a way of facilitating job-embedded PD for the development of teacher technology skills, competencies, and pedagogical approaches toward teaching 21 st Century Learning Skills. The DTT will develop and implement basic teacher skills inventory checklist and assessment plan for	1. As described in the National Educational Technology Plan, provide professional development that is collaborative, coherent, and continuous and that blends more effective in-person courses and workshops with the expanded opportunities, immediacy, and convenience enabled by online environments full of resources and opportunities for collaboration. 2. Provide appropriate training in distance learning and online	Continue to conduct administrator training (at the district level) that builds understanding of what the NETS standards are and how they are best implemented at the school/classroom level. Continue collaboration with OIT to incorporate technology PD needs and coordinate PD schedules. The district will provide assessment/monitoring for the PD that has been implemented Hold first annual regional

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
	<p>evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S</p> <p>Administrators develop, inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes the use of digital-age resources in support of the school's learning goals</p> <p>Teachers and administrators participate in training in distance learning and online applications.</p> <p>Building level administrators develop and sustain a digital-age learning culture that provides a rigorous, relevant and engaging education for all students</p>	<p>3. OIT will create and provide professional development for district and building-level administrators to develop vision for the comprehensive integration of technology as a tool for transforming teaching and learning.</p> <p>4. VIDE OIT and CAT will provide professional development, based in each district, that allows teachers and administrators to reflect upon and incorporate the curriculum activities and pedagogy detailed in the state-wide curriculum map.</p> <p>5. VIDE OIT will provide opportunities for administrators to visit schools and be mentored by other administrators who have successfully transformed their traditional learning environments into 21 Century learning centers.</p> <p>6. The Leadership team will recommend that all principals add technology use to teacher evaluation and that all teachers have a professional development objective related to technology</p>	<p>determining teacher skills (see action item in Goal 2)</p> <p>The district – through its DTT and Technology Coordinator -- will coordinate and collaborate with OIT to determine what professional development is planned – or could be offered - for the current year and how this can be woven into the district's annual professional development plan</p> <p>The DTT will create district technology professional development plan for next two school years. This needs to be coordinated at the district level, will take into account the PD requests in School Improvement Plans, and will connect with the issues and initiatives concurrent with the technology initiative in the district.</p> <p>District Technology Team will conduct orientation sessions for principals and other district staff to overview new technology plan, NETS (S/T/A), and school responsibilities. Overview how technology initiative ties into bigger pictures of teaching and learning.</p> <p>The district will develop and conduct basic technology training that all teachers can</p>	<p>applications for students, administrators and teachers.</p> <p>3. Train district staff in supporting and using wireless access, Edline, First-Class, VoIP and Homework Hotline resources to facilitate teaching and learning</p> <p>4. Provide training to districts on creating assessments for digital age learning experiences.</p> <p>5. Provide PD for administrators in using integrated resources and tools such a learning management systems (LMS) to collect, manage and use data and resources to manage learning and make decisions, to support improved teaching and learning.</p> <p>6. Provide PD to administrators as needed to use communication, collaboration, resources (First-Class, LMS, LDS etc) to support 21 century learning</p>	<p>technology conference.</p> <p>Continue to encourage the publication of school and district research on technology integration.</p>

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
	Building level administrators promote an environment of professional learning among all staff, which educates and supports teachers in the use of technology to enhance student learning, as described in NETS-T and NETS-S	<p>integration</p> <p>7. VIDE OIT will create and provide professional development for district and building-level administrators to develop vision for the comprehensive integration of technology as a tool for transforming teaching and learning.</p> <p>integration of technology as a tool for transforming teaching and learning.</p> <p>8. Provide professional development and mentoring to administrators that meet their needs and are sensitive to their skill level, time and respect for their level of comfort and confidence with technology and supervisory role.</p>	<p>attend, using a model where district PD staff work for a full-day in schools, reaching teachers during planning and prep periods.</p> <p>(District team will) Create curriculum-specific technology training and incorporate subject area resource people in district technology training so that technology is better incorporated into the curriculum.</p> <p>The district will work with school teams to weave technology strategies PD into rigor and relevance action plan implementation.</p> <p>Before the start of the school year, create online posting of professional development offerings for each year. Provide and disseminate access to online, district-based, and school-based professional development resources.</p> <p>Plan for the development of an annual regional technology conference. and encourage school-level and district-wide research and peer-reviewed publication of technology-related initiatives within the District.</p> <p>Collaborate with local higher education institutions and</p>		

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
			other stakeholders to conduct technology-centered professional development activities.		

GOAL #4: INFRASTRUCTURE & ACCESS

While it is clear that the vision for our district technology plan is strongly centered around issues of teaching and learning, pedagogy and 21st Century learning skills, and the training of teachers and administrators in supporting the development of these student skills, it is also clear that we cannot use technology to achieve this vision if we do not have an adequate technology infrastructure in our schools and classrooms. Therefore, our Infrastructure and Access goal is about insuring that this infrastructure is up to the task technically and is adequately supported.

As shown in our Current Status section and in the inventories attached to this plan (see Appendix), the St. Croix district is fortunate to have a robust technical infrastructure already in place throughout the district. Still, it is the nature of technology to require constant upgrade, replacement, maintenance, and support. Much of the actions associated with this strategic goal are about such attention.

Territorial VIDE OIT Technology Actions

We note that many of the technology infrastructure actions associated with insuring a robust hardware, software, and networking environment are actions that are taken by VIDE OIT. A list of these planned actions, by plan year, is provided after the action plan template. The “State Actions” listed in the Goal 4 Action Plan table are therefore broadly categorical and are not intended to substitute for the detailed actions listed separately.

GOAL: Provide reliable, stable, secure and state of the art equipment and service to all schools, administrative offices, and activity centers anywhere and anytime.
 STRATEGIC DIRECTION: Maintaining and making needed improvements to the current technology infrastructure should remain central to the efforts of VI technical and support staff. The process by which technical support is provided must be clarified and communicated to school staff at all levels. Administrators themselves must understand the system and be able to support teachers in obtaining needed technical assistance.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
Build state and local education agency capacity for evolving an infrastructure for learning. Identify technology funding sources to support infrastructure. Provide technology and services that connect teachers and	Reliability of network services increases. Percent of uptime vs. downtime at district and school levels improves. Percent of VI educational personnel that use ETAN increases. School personnel indicate improving	1. Provide technology and services that connect teachers and administrators to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners (netp) 2. Update and publish technology technical standards 3. Provide automated	Convene program directors – DTT - (before start of new school year) to review with OIT the current levels of technical support (e.g., exclusions to the firewall) and how these can be adjusted to meet with local needs. Work to migrate more computers into the classroom (away from the lab) to support student use of technology in the classroom vs. computer lab. This includes increasing use of wireless in schools and	1. OIT will provide training to districts on Norton Ghosting solution and require them to purchase the software to create standardized application and profile images to improve efficiency in PC desktop configuration and support 2. Implement Office Watch call accounting solution to collect data on Homework Hotline and phone system related utilization and impact on access and communication	

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>administrators to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners (netp)</p> <p>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</p> <p>Provide adequate service and support in each school building and minimize response time for repairs and services.</p> <p>Clarify technology roles, responsibilities, and positions at the territory and district levels.</p> <p>Engage every student (regardless of</p>	<p>satisfaction with technology service and support.</p> <p>Adequate budget for emergency network repairs and implementing actions and solutions are available.</p> <p>Districts and schools provide adequate access to technology team to implement repairs and upgrades.</p> <p>Diagrams and blueprints of the network are available and current.</p> <p>Territory, district, and school technology personnel meet to clarify roles, responsibilities, and positions and to document conclusions.</p> <p>Territory, district, and school technology personnel develop and distribute policies for network use, including user groups established</p>	<p>daily monitoring of mission critical services MS exchange, DNS, MSMTTP, IMAP, port 80, HTTPS, DHCP Active Directory, web, with mobile phone and email alerts to technical support staff and director.</p> <p>4. Conduct (update) wireless signal assessment in each school and district building.</p> <p>5. Provide 24/7 automatic failover generator power at St. Thomas NOC.</p> <p>6. Construct IT Center on St. Croix to include network operations center (NOC), helpdesk, service and professional development center and offices on St. Croix.</p> <p>7. Provide dedicated and separate power from breaker box to all NOC, IDF and MDF</p> <p>8. Continue funding, contracts and service level agreements for 99.999% availability of internet, WAN and other mission critical network services.</p> <p>9. Establish one doe.vi domain with two child</p>	<p>classrooms.</p> <p>Make use of OIT training on ghosting and work to implement remote management of desktop services. Coordinate with OIT.</p> <p>Implement VIDE OIT Help Desk ticketing system within the district.</p> <p>The district will work with schools to encourage the use of Edline sites and to migrate away from private hosting services. Those sites created in Joomla will be linked/woven into Edline sites for the overall goal of insuring ready access to school sites on the web.</p> <p>Implement desktop video-conferencing and other VC solutions for professional development and instruction.</p> <p>Implement and conduct training on video streaming (of live video) for teacher instructional use.</p> <p>The district will continue to facilitate OIT training for schools to implement the student information portal of Edline for school websites.</p> <p>The district will require that all official email communications from administrators and the</p>	<p>between educational staff and the community.</p> <p>3. Provide Internet redundancy and automatic failover system to reduce service disruption by providing a minimum primary ISP with 65 Mbps minimum dedicated bandwidth and a different secondary backup ISP with 6 Mbps minimum each for the St. Thomas and St. Croix network operations centers (NOCs)</p> <p>4. Provide technical services and wireless access throughout school campuses to support emerging technologies cellular phones, wireless mobile devices, PDA etc. for connection to VIDE ETAN network and use to support learning anywhere and anytime by students, teachers and administrators.</p> <p>5. Ensure that students and educators have adequate broadband access to the Internet and adequate wireless connectivity both inside and outside school.</p> <p>6. Completed descriptions of differentiated roles, responsibilities, and positions of technology personnel at the territory, district, and school levels</p> <p>7. User groups are set up with</p>	

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>gender, socioeconomic status, race, ethnicity, or special needs) in positive, supportive learning opportunities including hands-on and real world experiences with technology resources and high quality content.</p> <p>Develop and support opportunities and programs where students maintain onsite equipment, software and services.</p>	<p>with specific permissions and restrictions at the server level.</p> <p>Student to computer ratio shall improve</p> <p>Every instructional and administrative area in schools will be connected to the LAN/WAN.</p> <p>Every computer in schools will have an Internet connection that can support the use of high quality digital learning resources.</p> <p>Network policies are completed and distributed.</p> <p>Internet connection (broadband speed) from every computer that can support the use of high-quality digital learning resources.</p> <p>Every school has a computer projection device or display unit per instructional area</p> <p>Every school has 2-4 video conferencing units,</p>	<p>domains stx.k12.vi and stj.k12.vi</p> <p>10. Implement solutions to monitor and enforce IT policies</p> <p>11. Install appropriate assistive technology for teachers and students</p> <p>12. Utilize load balancing and automatic switching solutions to ensure automatic, seamless, and reliable service failover for both districts</p> <p>13. Develop, recommend, adopt, publish and enforce strict IT standards and policies</p> <p>14. Install underground and aerial fiber optics WAN to connect all VIDE schools</p> <p>15. Provide virtualization, fiber optics certification PD for IT staff</p> <p>16. Employ and maintain adequate staff with expertise in services (MS Exchange, Webmaster, database etc) delivered by VIDE ETAN</p> <p>17. Implement and</p>	<p>district will use the stx.k12.vi domain (no private email).</p> <p>The DTT will create and publish a hardware replacement policy, which will guide hardware purchases in future years of this plan (and beyond)</p> <p>Start MS, CISCO, etc. certification program in district to certify district technicians in desktop support.</p>	<p>specific permissions and restrictions at the server level.</p> <p>8. Install underground fiber optics WAN to connect all VIDE schools</p> <p>9. Monitor district implementation and use of the following: One computer per educator for administrative and instructional use</p> <p>10. Insure that every school has a minimum of 1 video conferencing unit and require the districts to submit monthly user logs to document use for supporting teaching and learning.</p>	

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
	<p>depending on ability of school to demonstrate effective use in the classroom.</p> <p>Every teacher has a computer/laptop</p>	<p>monitor regulation that requires requests for bids, requests for proposals, and guidelines for the selection and evaluation of technology services, solutions and equipment instructional products used by students include the consideration of equivalent access by students with disabilities.</p>			

**Additional State Actions
2011 – 2012**

- Provide training on using Intermapper solution for daily, weekly, monthly and yearly monitoring and reporting
- Test ISP total bandwidth availability weekly on 1st day of business week
- Setup daily monitoring and reporting for tracking ISP inbound and outbound bandwidth use via Intermapper
- Setup WAN usage and availability bandwidth and latency, outage for all schools
- Run defragmentation and McAfee complete virus scan once a week on Saturday between 11:00 pm and 6:00 am
- Continue to maintain adequate UPS/battery backup systems at all site MDF and IDF locations.
- Implement automatic failover load balancing system to support 2 independent ISPs
- Add dedicated 5 Mbps minimum internet connection via a separate ISP for the two NOCs to provide access during service failure of 65 Mbps by primary ISP.
- Require all users to access all VIDE resources via authentication to active directory using VIDE issued and managed accounts only
- Require all devices to be joined to the appropriate VIDE domain
- Establish one domain for the VIDE doe.vi (DUPLICATES)
- Monitor and enforce use of operating systems that are conducive to network controls and IT policies.
- Provide and customize assistive technology devices for learners who need them.
- Install appropriate assistive technology for teachers and students
- Implement ongoing daily, monthly, annual network documentation, monitoring and reporting system as required to make decisions, improve performance and services and accomplish program goals.
- Use data from network monitoring, assessment, and reporting to make decisions and implement solutions such as generators, UPS, electrical upgrades, HVAC, security, virtualization, imaging, and disaster recovery.
- Update active directory and associated directory resources monthly to reflect changes within the VIDE

GOAL #5: LIBRARY AUTOMATION

GOAL: To create access for each librarian to make an assessment of the use of library resources in all categories through statistics generated monthly. Ensure that all students, teachers, administrators, and staff will be technology literate in terms of using automated catalogs in school library systems.

RATIONALE: Students, teachers, administrators, and staff must be adept at using on-line and other technology-supported information resources. School libraries should support teachers and students in developing information literacy and research skills aligned with curriculum-driven needs.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>To provide automated online library services to students and educators</p> <p>Identify data needs and sources and provide adequate resources (hardware, software and personnel) for implementation of the standards.</p> <p>Provide for live homework help to students through the library network.</p> <p>Provide access to online databases that serve the</p>	<p>Library systems are incorporated into student work as a tool for research related to subject area curriculum standards.</p> <p>The Technology budget allocates sufficient funds for acquisition of multimedia equipment and appropriate software.</p> <p>School populations have access to a variety of educational databases that allow for retrieval of information, evaluation of information, verification of information, revision of information and creation of</p>	<p>1. Upgrade the current library software from the Dynix System to the Symphony Software System. C&I will pay for this in Y1.</p> <p>2. Conduct workshops to introduce the databases to librarians in all schools.</p>	<p>The district's Coordinator of Library and Media Services will oversee professional development activities for the district's librarians in the use of library systems such as Dynix and other related information systems.</p> <p>Continue to support and troubleshoot the online cataloging (migration) of school library catalogs.</p> <p>Continue to maintain licenses to online databases, journals, etc.</p> <p>Continue to offer librarian professional development.</p>	<p>1. Monitor status of library automation and catalog conversion at the district/school level.</p>	<p>District will pick up the cost for Dynix starting in Y2.</p>

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>elementary, high school students, vocational education students, teachers, parents and administrators.</p>	<p>information</p> <p>School libraries are automated. Librarians use an automated circulation system to circulate materials and to provide patron access to a shared online catalog. This shared catalog allows students to find resources among all school and public libraries that are on the system.</p> <p>Librarians' circulation statistics record specific types of print media that are being checked out monthly.</p> <p>The library system facilitates the use of copy cataloging among its participating users.</p>				

GOAL #6: COMMUNITY ENGAGEMENT

GOAL: To involve all stakeholders—government, businesses, private industry, higher education, churches, and civic organizations—so that they can understand and take advantage of the interdependency and mutual benefits of aligning our resources to benefit the students of the VI and ultimately our economy.

RATIONALE: Cooperative partnerships between schools and their community need to be developed to maximize opportunities for both. Schools should continue to expand the use of technology such as the WWW, Edline, Homework Hotline, email, and voicemail to improve communication between schools, teachers, parents, and the wider community. In addition, schools should reach out to their communities to foster relationships that engage local business in the educational mission of the schools. Such partnerships can provide all stakeholders with training and exposure that will be mutually beneficial and lead to knowledgeable trainees and productive citizens in the Virgin Islands with real world skills.

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
<p>To facilitate partnerships between the schools and their communities for the mutual benefit of school and community programs such as:</p> <ul style="list-style-type: none"> teacher professional development adult literacy workplace skills jobs mentoring promotion of educational resources to business and community 	<p>A database of all partners is created and used.</p> <p>Partners develop and implement a partnership plan.</p> <p>Technology-based tools are developed and used to promote the partnerships, e.g., video presentations, brochures, flyers, personal presentations, Power Point presentations, media presentations.</p> <p>Partners establish cooperative programs and communication links, including plans and agreements,</p>	<p>1. Recommend VIDE policy that all schools must use available tools and resources such as teacher and administrator VIDE ETAN email, voicemail, Edline, Homework Hotline, VIDE website and First-Class to facilitate community involvement, collaboration and user-friendly access to information.</p> <p>2. Recommend policy that all districts, schools, units and programs under the VIDE must host their web information at www.doe.vi to provide a one stop source for accessing all VIDE information.</p> <p>3. Maintain updated information and access to www.doe.vi with links to</p>	<p>Provide all stakeholders (parents and other community members) online communication sources such as a discussion board or blog.</p> <p>Provide all stakeholders with electronic editions of district and school forms, policies, and handouts that can be downloaded at the district or school sites.</p> <p>Utilize Edline, Homework Hotline, etc. as a way to improve two-way communication between home and school. Require that all teachers and administrators communicate with parents via email and post appropriate information about classes and schools online.</p> <p>Collaborate with UVI for professional development (etc....look to previous action steps)</p>	<p>1. Continue to provide technology PD, access and information via Parent University, PTSA meetings and other opportunities and events to promote use of available tools and resources such as Edline, Homework Hotline, First-Class, VIDE email and voicemail</p> <p>2. Facilitate media coverage of technology programs</p>	

Objectives	Indicators	2011-2012		2012-2013	
		State Actions	District Actions	State Actions	District Actions
	<p>websites, and newsletters.</p> <p>Partners establish criteria for recognizing awarding teachers and carry out award programs that are well publicized.</p> <p>Teachers, administrators, and staff participate in professional development programs provided by community partnerships.</p> <p>Community partnerships create and publicize workplace learning opportunities for students.</p> <p>Students and employers engage in workplace learning activities and evaluate the learning and value of these experiences.</p> <p>Community partners collaborate to provide effective adult literacy programs enhanced by use of technology.</p>	<p>all</p> <p>4. Continue to provide technology PD information at Parent University, PTSA meetings for Edline, Homework Hotline, First-Class</p> <p>5. Train district power users to support schools in using Edline to develop school website and student, teacher and PTSA pages that provide access to information by the community</p> <p>6. Train district power users to support schools in using Homework Hotline on a weekly basis to provide homework and other information to community members via telephone access</p>	<p>Create public information on what schools have been adopted by businesses...encourage schools to post information about this on their school sites.</p> <p>Create standards for minimum information for all schools to post.</p>		

4. Evaluation and Assessment for Technology

Evaluation Design

The 2011 – 2013 VIDE Technology Plan includes a systemic, rigorous, and highly formative evaluation process that aims to measure the impact that the plan's action items – and their related goals – are having in schools and classrooms across the Virgin Islands. As the St. Croix district plan maps to the same goals and objectives as the Territorial plan, our district plan also incorporates the evaluation indicators and overall evaluation methodology from the Territorial plan.

Through this evaluation plan, VIDE OIT will apply a uniform data collection process across the Territory, using a standardized set of evaluation tools that have been specifically mapped to the plan's goals and objectives. These tools include teacher, student, and parent online survey instruments, classroom observation protocol, and interview/focus group questions for teachers and administrators. VIDE OIT will initiate a data collection effort – managed by outside, independent, evaluators – in the spring of each school year that collects data at the classroom level in every school in the Territory. Aggregated annually at the Territorial level, information collected in this manner will create a uniform dataset to be used to determine the Territory's progress toward meeting the indicators in the technology plan. An annual report of this progress at the Territorial level will be submitted to the U.S. Department of Education as part of Federal reports.

At the district level, the annually collected evaluation data will be disaggregated to school level data and will support the district in assessing its unique progress toward meeting the planning goals. Further, school level data can be used by schools as a driver for instructional technology goals in their annual School Improvement Plans. Naturally, the district will want to utilize that annual evaluation data to review the success of its professional development efforts and the thereby formatively adjust professional development and the annual action items in its technology plan.

Evaluation and Technology Plan Updates: 2011 – 2013

The following table describes the main activities associated with technology plan evaluation and technology plan updating (district and Territory) between Fall 2010 and Fall 2013 (the terminal date of this current plan).

Date		Activity	Responsibility	Product/Outcome
2010	Fall (October/November)	Review data collection instruments	Outside Evaluator VIDE OIT	Data collection instruments properly mapped to technology plan indicators and other VIDE OIT initiatives as necessary
2011	Spring (March)	Data Review (2010 data) with schools	District Technology Committee	Updated technology-related goals/actions for April 2011 School Improvement Plans
	Spring (May/June)	Data Collection – Surveys, Focus Groups, Observations	Outside Evaluator	
	Summer	Data Analysis and Reporting	Outside Evaluator VIDE OIT District Technology Committee	Data reports and data review meeting with VIDE OIT and District Technology Committee
	Fall	Technology Plan Update	VIDE OIT District Technology Committee	Updated Territory Plan and Updated District Technology Plan
2012	Spring (March)	Data Review (2011 data) with schools	District Technology Committee	Updated technology-related goals/actions for April, 2012 School Improvement Plans
	Spring (May/June)	Data Collection – Surveys, Focus Groups,	Outside Evaluator	

Date		Activity	Responsibility	Product/Outcome
		Observations		
	Summer	Data Analysis and Reporting	Outside Evaluator VIDE OIT District Technology Committee	Data reports and data review meeting with VIDE OIT and District Technology Committee
	Fall	Technology Plan Update	VIDE OIT District Technology Committee	Updated Territory Plan and Updated District Technology Plan
2013	Spring (March)	Data Review (2012 data) with schools	District Technology Committee	Updated technology-related goals/actions for April, 2013 School Improvement Plans
	Spring (May/June)	Data Collection – Surveys, Focus Groups, Observations	Outside Evaluator	
2013	Summer	Data Analysis and Reporting	Outside Evaluator VIDE OIT District Technology Committee	Data reports and data review meeting with VIDE OIT and District Technology Committee
	Fall	Technology Plan Revision	VIDE OIT District Technology Committee	Revised Territory Plan (2014 – 2016) and Updated District Technology Plan

5. Technology Services and Procurement Plan

Technology Budget Rationale

A constant topic during the deliberations that have led to this plan has been whether to provide recommendations on budgets for specific items, or to note which ones are more matters of cooperative action or policy-making (many are). There have also been questions about whether to recommend specific educational programs, such as advocating more educational technology allocations, focusing specifically on the elementary schools, focusing specifically on the AYP schools, for example. The conclusion we've reached is that our task was to articulate the value of educational technology and address how we may better use it to address student learning and reaching this plan's goal. Therefore, we offer educational technology as a powerful array of capabilities for those overall programs and hope this plan has increased understanding of that potential and shown a path for effective incorporation of educational technology in all educational improvement planning.

Budget

The following chart is a listing of the types of expenditures that will be generated by this plan that are included in the actual projected expenditures from Title V applications for 2009 and 2010, the actual projected expenditures from the American Recovery and Rehabilitation Act (ARRA) Funds and projected expenditures for the program years 2011 through 2013 pending the identification, availability and release of funds:

Expenditure Category	Title V		ARRA	Explanation/Examples
	2009	2010		
Instructional Technology Hardware	\$624,979.42	\$104,432.08	\$0	Computers, Promethean Boards, AV Equipment, Durable Networking Equipment, Learning Management System (LMS) (routers, etc.)
Software Licenses	\$329,100.00	\$0	\$0	Include both district-wide licenses as well as school/individual copy licenses. Basically, all software to include upgrades.
Material Licenses/Subscriptions	\$490,316.22	\$124,440.20	\$881,678.04	e.g., Subscriptions to things such as Learning.com, library databases, Learning Management System (LMS), Easy Tech, etc.
Instructional Technology Maintenance Contracts	\$49,365.00	\$100,704.60	\$0	Maintenance contracts for hardware and copier machines.
Instruction Technology Outside Repair Services	\$0	\$0	\$0	Funds for things that need to be repaired by outside repair services that are not covered in maintenance contracts.
Network Charges	\$0	\$0	\$0	ISP services.

Technology Consumables/Supplies	\$0	\$0	\$0	Ink, cables, laser toner cartridges, etc.
Technology Prof Dev – Trainers/Consultants	\$0	\$0	\$112,572.93	Fees paid to outside trainers/consultants
Technology Prof Dev – Substitutes	\$0	\$0	\$0	Cost of substitute teachers when subs are required for teachers to attend PD
Technology Prof Dev – Teacher Stipends	\$0	\$0	15,986.03	Stipends, honoraria, etc. paid to teachers for attending PD outside of working hours
Technology Prof Dev - Materials	\$0	\$0	\$0	Books, videos, etc. associated with PD
Personnel –Technicians	\$272,029.64	\$252,156.64	\$0	Salaries/benefits paid out of DISTRICT (Title V or other) funds for technicians
Personnel - Consultants	\$0	\$0	\$0	Fees paid – out of Title V or other DISTRICT funds - to consultants related to technology
Other	\$0	\$0		
Professional Membership Fees			\$5,485.00	District Fees to Professional Content Areas under Curriculum, Assessment and Technology
Professional Conferences & Leadership			\$82,275.00	Travel to Professional Conferences and Leadership Training to include ISTE and NABSE.
Exemplary School Site Visits			\$32,000.00	Site visits to exemplary schools to include Technology career cluster and academy school sites.

Expenditure Category				Explanation/Examples
	2011	2012	2013	
Instructional Technology Hardware	\$300,000.00	\$200,000.00	150,000.00	New and upgraded Computers, Promethean Boards, AV Equipment, Durable Networking Equipment, Learning Management System (LMS) (routers, etc.)
Software Licenses	\$329,100.00	\$100,000.00	100,000.00	Include both district-wide licenses as well as school/individual copy licenses. Basically, all software to include

				upgrades.
Material Licenses/Subscriptions	\$300,000.00	\$300,000.00	\$300,000.00	e.g., Subscriptions to things such as Learning.com, library databases, Learning Management System (LMS), etc.
Instructional Technology Maintenance Contracts	\$100,000.00	\$100,000.00	\$100,000.00	Maintenance contracts for hardware and copier machines.
Instruction Technology Outside Repair Services	\$50,000.00	\$50,000.00	\$50,000.00	Funds for things that need to be repaired by outside repair services that are not covered in maintenance contracts.
Network Charges	\$0	\$0		ISP services
Technology Consumables/Supplies	\$30,000.00	\$30,000.00	\$30,000.00	Ink, cables, laser toner cartridges, etc.
Technology Prof Dev – Trainers/Consultants	\$0	\$0	\$0	Fees paid to outside trainers/consultants
Technology Prof Dev – Substitutes	\$30,000.00	\$30,000.00	\$30,000.00	Cost of substitute teachers when subs are required for teachers to attend PD
Technology Prof Dev – Teacher Stipends	\$0	\$0	\$0	Stipends, honoraria, etc. paid to teachers for attending PD outside of working hours
Technology Prof Dev - Materials	\$0	\$0	\$0	Books, videos, etc. associated with PD
Personnel –Technicians	\$300,000.00	\$300,000.00	\$300,000.00	Salaries/benefits paid out of DISTRICT (Title V or other) funds for technicians
Personnel - Consultants	\$0	\$0	\$0	Fees paid – out of Title V or other DISTRICT funds - to consultants related to technology
Other	\$0	\$0	\$0	
Professional Membership Fees	\$10,000.00	\$10,000.00	\$10,000.00	District Fees to Professional Content Areas under Curriculum and Instruction, Assessment and Technology
Professional Conferences & Leadership	\$100,000.00	\$100,000.00	\$100,000.00	Travel to Professional Conferences and Leadership Training to include ISTE and NABSE.
Exemplary School Site Visits	\$40,000.00	\$40,000.00	\$40,000.00	Site visits to exemplary schools to include Technology career cluster and academy school sites.

Appendix -- Professional Development Plan

The National Educational Technology Plan (U.S. Department of Education, 2004) states that: Teachers have more resources available through technology than ever before, but have not received sufficient training in the effective use of technology to enhance learning. Teachers need access to research, examples, and innovations as well as staff development to learn best practices. (p 40)

The International Society for Technology in Education (ISTE, 2002) makes the same point and extends and expands upon it: Teachers must be prepared to empower students with the advantages technology can bring. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills. Real-world connections, primary source material, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide for unimaginable opportunities for conceptual understanding.

Traditional educational practices no longer provide prospective teachers with all the necessary skills for teaching students, who must be able to survive economically in today's workplace. Teachers must teach students to apply strategies for solving problems and to use appropriate tools for learning, collaborating, and communicating. (p 5)

A cornerstone for meeting this objective is that professional development for teachers is a longterm, standards-based and most importantly job-embedded. Further, we believe that the leadership and support of administrators is also crucial to overall progress toward the goal, and therefore we must also provide professional development for them as well.

Therefore, the district professional development plan will utilize the seven (7) territory-wide (state) professional development days identified on the Department of Education 2010-2011 Public School Calendar, weekly sessions with technology integration teacher utilizing teacher preparation periods, monthly faculty meetings, monthly meetings with the District Technology Coordinator and any other time allotted by the district to provide job embedded training that will focus on the state and district policies and practices, including territory-wide (state) efforts, that establish the standards, coordinate work, and create shared information that will facilitate the improvement of the overall process.

Appendix – STX Computer Infrastructure

The computer infrastructure of the St. Croix District is almost fully compliant with the standardization policies of the combined state/district taskforce specifications. As a result, the district technicians are in the process of either upgrading or replacing those computers that cannot be put on the domain server because of the specifications throughout the district schools and activity centers. The goal is to be 100% compliant through the recommendations and strategies within this plan.

Appendix – Draft Student Technology Scope & Sequence

Students, beginning at the 2nd grade, will use a variety of digital tools (e.g., WebQuests, word processors, drawing tools, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts.

Within the 3rd grade, all students will be introduced to and utilize computer-driven keyboarding activities.

Students, beginning at the 3rd grade will utilize spreadsheets to facilitate critical thinking, problem-solving, and decision-making.

Students by the 5th grade will demonstrate proficiency in the use of basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors).

Students, beginning at the 6th grade will use presentation and other software, and/or the Web to create electronic portfolio.

Students at all levels will use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners.

Students at all levels use digital resources to identify and investigate a territory, national, or global issue (e.g., history, politics, global warming, economy, environment)

Students at all levels will presentation and other appropriate software (such as PStory and Windows Movie Maker to engage in digital storytelling surrounding territorial, national, or global issues.

Students at all levels can describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses.

GetNetWise (<http://www.getnetwise.org/>) and other similar resources will be used with grades 3-5 to underpin and ensure that students have safe, constructive, and educational or entertaining online experiences.

STX Library Skills Standards

The library benchmarks, objectives and AASL Standards for the 21st Century Learner are correlated with Virgin Islands Content Standards found on line at <http://www.doe.vi/contentstandards/INDEX.HTM>.

Grades K-2:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Understands basic organizational pattern of library • Locates parts of a book 	<ol style="list-style-type: none"> 1. Defines difference between fiction and nonfiction 2. Recognizes call number and begins to understand grouping of materials by call number 3. Asks a question about finding a book 4. Identifies author, title, title page, illustrator, cover, spine 	<p><u>Language Arts</u></p> <p>LK.SPK.4: Questions: Ask/Answer The learner will be able to ask and answer questions about self and other important details in complete thoughts.</p> <p>L1.LIS.1: Main Idea: Stories/Identify The learner will be able to listen for main ideas and sequences</p> <p>L1.SPL.7: Sight Words: Context The learner will be able to identify correctly spelled sight words used in context and spell sight words correctly</p> <p>L2.LIS.1: Strategies: Listen/Information The learner will be able to listen to gain information and follow multi-step directions.</p> <p>L2.LIS.6: Communication: Proficient Example The learner will be able to listen to examples of fluent oral reading to identify effective inflections to aid in comprehension of written text.</p> <p>L2.SPK.8: Discussion: Questions The learner will be able to ask appropriate questions</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.7 Display</p>

L2.SRS.3: Book Parts:
Information/Find
The learner will be able to use parts of books to find information: chapter titles, guide words, glossary, index

L2.SRS.4: Dictionary:
Knowledge
The learner will be able to demonstrate use of the dictionary.

L2.SRS.5: Sources:
Multiple
The learner will be able to use multiple sources to seek out information.

L2.SRS.6: Index: Use
The learner will be able to use an index to locate specific information.

Reading

.ROP.4

The learner will be able to demonstrate the basic features of reading (left to right, top to bottom, and from front to back) and how to hold book correctly when reading.

.ROP.9

The learner will be able to show an awareness that print has meaning.

.ROP.12

The learner will be able to distinguish letters from numbers (differentiate).

.ROP.20

The learner will be able to identify print in the environment

.ROP.24

The learner will be able to comprehend that illustrations reinforce the information in a text.

RK.ROP.27

The learner will be able to read labeled objects in the classroom.

R1.ROP.1

The learner will be able to identify cause and effect in reading materials.

R1.ROP.1

The learner will be able to

persistence by continuing to pursue information to gain a broad perspective.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.4 Seek appropriate help when it is needed.

identify cause and effect in reading materials.

Math

MK.DPS.6

The learner will be able to describe amounts on graphs as showing most, least, more than, less than, or the same.

MK.MEA.2

The learner will be able to recognize the days of the week and months of year chronologically.

MK.NSN.4

The learner will be able to read, represent, write and recognize numerals, 0-12.

MK.PFA.3

The learner will be able to recognize simple patterns of sounds

Grade 1

M1.MEA.3

The learner will be able to identify suitable standard instruments for measuring linear dimensions, weight, capacity, and temperature

M1.NSN.1

The learner will be able to use one-to-one correspondence to count items to at least 100

M1.DPS.4

The learner will be able to gather data for a survey with at least two categories or choices and develop a class chart or picture graph.

Science

S1.REI.1

The learner will be able to use basic scientific equipment safely and appropriately (e.g. magnifying glass, ruler).

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

	STANDARDS	THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> Differentiates between fact and fiction Identifies appropriate sources of information Finds facts to answers in more than one source. 	<ol style="list-style-type: none"> Uses headings, subheadings, table of contents, index Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc. Identifies the names of sources used. Organizes information into different forms Draw a conclusion about the main idea Create individual or collaborative projects to share with others 	<p><u>Language Arts</u></p> <p>LK.VRE.1: Viewing Strategies: Cues/Comprehension The learner will be able to comprehend nonverbal cues</p> <p>LK.SPL.2: Emergent Spelling: Words/Write The learner will be able to recognize and write high frequency words in context using the relationship between letters and their sounds.</p> <p>LK.SPK.5: Discussion: Participate The learner will be able to use basic speaking vocabulary to tell thoughts in a group discussion</p> <p>LK.WRI.6: Draw: Explain Own Drawing The learner will be able to explain his drawings.</p> <p>Lk.WRI.13: Generate Ideas: Prewriting St The learner will be able to generate and express ideas and feelings using prewriting strategies</p> <p>L1.LIS.1: Main Idea: Stories/Identify The learner will be able to listen for main ideas and sequences.</p> <p>L1.MED.1: Understand: Various Forms The learner will be able to identify various forms of mass media.</p> <p>L2.LAP.3: Communicating: Retell/Restate The learner will be able to restate what was heard and answer questions about descriptions, stories, and informational presentations.</p> <p>L2.SPK.1: Organization: Descriptive Form The learner will be able to discuss and give a brief speech, using description</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.4 Develop directions for future investigations.</p>

and stating facts and opinions about one thing or idea.

L2.SP.3: Sequence: Order Events

The learner will be able to describe an event and ideas using correct sequencing of details when he speaks.

L2.SP.8: Discussion: Questions

The learner will be able to ask appropriate questions.

L2.SRS.2: Organizing Information: Summarize
The learner will be able to summarize or retell information to remember what is read.

Reading

RK.ROP.1

The learner will be able to interact with text to construct and extend meaning.

RK.ROP.5

The learner will be able to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word

RK.ROP.8

The learner will be able to "read pictures" by describing or telling about what is going on in a given picture.

RK.ROP.10

The learner will be able to identify basic facts and ideas from what they have read, heard, or viewed.

RK.GEN.2

The learner will be able to identify what parts of a fairy tale could not really happen (fact/fiction).

Math

MK.DPS.1

The learner will be able to sort items by color, shape, size, or kind.

MK.DPS.2

The learner will be able to sort and classify objects.

MK.DPS.5

The learner will be able to make interpretations of data displayed in concrete or pictorial graphs.

MK.DPS.6

The learner will be able to describe amounts on graphs as showing most, least, more than, less than, or the same.

MK.GEO.7

The learner will be able to describe objects with respect to position, order, and time; first, middle, last, inside, outside, on, above, below.

M1.DPS.6

The learner will be able to discuss the outcomes of games and activities that rely upon chance.

M2.DPS.2

The learner will be able to collect, organize, display and interpret data

Grades K-2:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Communicates results of information search in format appropriate for content • Understands the need for citing sources of information (copyright) • Observes Internet guidelines and protocols as defined in the district's policies 	<ol style="list-style-type: none"> 1. Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor 2. Collaborates with other students to solve information problems 3. Organizes information using such techniques as graphic organizers, storyboarding or webbing 	<p><u>Language Arts</u> LK.SP.K.3: Story: Picture/Drawing The learner will be able to create a story from a picture.</p> <p>LK.LIS.4: Behaviors: Body Language/Use The learner will be able to apply appropriate listening behaviors.</p> <p>LK.LIS.6: Direction: Follow The learner will be able to follow directions with one and two steps.</p> <p><u>Grade 1</u></p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and</p>

4. Creates products using multimedia techniques	L1.SPK.6: Discussion: Behaviors	visual literacy, and technology skills to create products that express new understandings.
5. Presents the results of information search in a new form	The learner will be able to wait his turn to talk, listen to others while he waits, and stay on the topic in a discussion.	2.2.4 Demonstrate personal productivity by completing products to express learning.
6. Presents, performs or shares a product successfully	L1.SRS.1: Directions: Two-Three Step The learner will be able to follow directions with two and three steps	2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
7. Evaluates projects	L2.LAP.3:	
8. Recognizes the need for citing sources and begins to make simple bibliographies	Communicating: Retell/Restate The learner will be able to restate what was heard and answer questions about descriptions, stories, and informational presentations.	2.4.3 Recognize new knowledge and understanding.
9. Respects different points of view and opinions	L2.SPK.1: Organization: Descriptive Form The learner will be able to discuss and give a brief speech, using description and stating facts and opinions about one thing or idea.	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
	L2.SPK.4: Story: Discuss Personal Experience The learner will be able to tell a personal experience and retell the story in sequence, knowing when the story is complete.	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
	L2.SPK.6: Discussion: Information/Question The learner will be able to add ideas in small and large group discussion when it is his turn.	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
	L2.SPK.10: Oral Interpretation: Choral Reading The learner will be able to participate in group speaking activities, such as choral readings as a strategy to increase reading fluency.	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
	L2.VRE.1: Monitor: Prior Knowledge The learner will be able to draw upon prior	3.1.5 Connect learning to community issues.
		3.1.6 Use information and technology ethically and responsibly.
		3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
		3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing

<p>knowledge to monitor comprehension.</p> <p>L2.WRI.5: Narrative: Imagination/Write The learner will be able to write with imagination a sequence of proper sentences about what he reads, imagines, and experiences.</p> <p>L2.WRI.7: Purposes: Variety The learner will be able to write for a variety of purposes</p> <p>L2.WRI.10: Story Elements The learner will be able to write a story which contains a beginning, middle and end, a setting, a plot, and characters.</p> <p><u>Reading</u></p> <p>RK.ROP.23 The learner will be able to draw a picture which shows the sequence of a story.</p> <p>RK.ROP.25 The learner will be able to tell a story or an idea in sequence by drawing.</p> <p>RK.WAV.1 The learner will be able to identify and sort pictures of common objects into basic categories.</p> <p>RK.WAV.3 The learner will be able to rehearse and perform a play for peers or others as a strategy to increase reading fluency, to promote cooperative interaction with peers and to increase reading enjoyment.</p> <p>RK.WAV.6 The learner will be able to understand word choices can affect actions, feelings and ideas.</p> <p><u>Math</u></p> <p>MK.DPS.3 The learner will be able to collect and organize data relating to familiar experiences by using</p>	<p>questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.3.6 Use information and knowledge in the service of democratic values.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p> <p>4.3.1 Participate in the social exchange of ideas, both</p>
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	<p>various methods to include counting, tallying, and using stickers. MK.DPS.8 The learner will be able to formulate, through class discussions, questions for a basic two-choice survey so that the gathered data will answer the questions. M1.DPS.3 The learner will be able to organize data into a basic picture graph or concrete graph. M2.DPS.2 The learner will be able to collect, organize, display and interpret data.</p>	<p>electronically and in person. 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction</p>
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Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Uses both text and visuals to understand literature • Selects a "Just Right" book independently for personal reading • Distinguishes between different types and elements of literature • Analyzes and understands information presented creatively in a variety of non-textual formats • Seeks information related to personal interests • Selects resources and materials 	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 	<p><u>Language Arts</u> LK.LIS.1: Behaviors: Details/Name The learner will be able to listen to nursery rhymes, fairy tales, and short stories for important details L1.LIS.1: Main Idea: Stories/Identify The learner will be able to listen for main ideas and sequences. L2.LIS.6: Communication: Proficient Example The learner will be able to listen to examples of fluent oral reading to identify effective inflections to aid in comprehension of written text. L2.LIS.7: Emergent Listening:Repeat/Sequence</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and</p>

based on interest, need and appropriateness	5.	Increases understanding of literary elements of plot, character, setting, theme, point of view	The learner will be able to develop reading fluency by repeating models of oral reading. L2.SRS.2: Organizing Information: Summary	fluently to make connections with self, the world, and previous reading.
	6.	Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)	The learner will be able to summarize or retell information to remember what is read. L2.WRI.4: Journal: Maintaining	4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.
	7.	Reads or listens to a variety of authors and illustrators	The learner will be able to keep a journal which uses sequences of proper sentences. <u>Reading</u> RK.ROP.10	4.1.4: Seek information for personal learning in a variety of formats and genres.
	8.	Engages in an in-depth study of an author's and/or illustrator's body of work	The learner will be able to identify basic facts and ideas from what they have read, heard, or viewed. RK.ROP.16	4.1.5: Connect ideas to own interests and previous knowledge and experience.
	9.	Is acquainted with award-winning literature	The learner will be able to create mental images before and during orally read stories in order to predict possible events and to aid in comprehension. RK.ROP.17	4.1.7: Use social networks and information tools to gather and share information.
	10.	Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts	The learner will be able to choose books which are of interest. RK.ROP.18	4.2.1: Display curiosity by pursuing interests through multiple resources.
	11.	Utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)	The learner will be able to interact with text by connecting personal experience and other texts that they have read or heard. RK.ROP.23	4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
	12.	Reads for pleasure, to learn and to solve information needs	The learner will be able to draw a picture which shows the sequence of a story.	4.2.3: Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the
	13.	Seeks answers to questions	<u>Science</u> S2.REI.1	
	14.	Explores topics of interest	The learner will be able to develop a problem and solve it individually or in groups doing different things that contribute to the results. S2.REI.3	
	15.	Uses libraries, library resources, the Internet, and other information sources Is introduced to a variety of formats	The learner will be able to report ways that science is	

(magazines, books, non-print, electronic resources, newspapers)

utilized in various careers.
S2.REI.4
The learner will be able to prepare science reports utilizing various media.

change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.2: Recognize that resources are created for a variety of purposes.

4.3.3: Seek opportunities for pursuing personal and aesthetic growth.

4.4.1: Identify own areas of interest.

4.4.2: Recognize the limits of own personal knowledge.

4.4.3: Recognize how to focus the efforts in personal learning.

4.4.4: Interpret new information based on cultural and social context.

4.4.5: Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6: Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

2.1.1 Continue an inquiry-based research process by applying

critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

4.1.6: Organize personal knowledge in a way that can be called upon easily.

The VI Media and Library Services Department would like to express their appreciation to the following groups and individuals for assisting in the design and development of this draft curriculum:

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American Association of School librarians (AASL)

Grades 3-5:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> Explains an information need Understands the concept of keywords 	<ol style="list-style-type: none"> Asks a question about finding a book or locating information in a print or non-print source Begins to use print and/or non-print dictionary, encyclopedia, atlas Begins to use table of contents and index Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date of print and/or non-print resources Begins to determine possible print and/or non-print resources and select the most appropriate Uses strategies to identify keywords Begins to use the electronic library catalog Locates materials on library shelves by call number Begins to understand that information can be found in a variety of sources and formats and recognizes the unique features of each 	<p>Language Arts L3.LAP.1: Language Applications: Gain In The learner will be able to listen and view to gain information.</p> <p>L3.LIS.4: Purposes: Gain Information The learner will be able to use a plan to gain information from descriptions, stories, and informational presentations.</p> <p>L3.SRS.1: Alphabetizing: Fourth Letter The learner will be able to alphabetize to the fourth letter and find words in a dictionary.</p> <p>L3.SRS.3: Book Parts The learner will be able to use title pages, chapter titles, guide words, tables of contents, glossaries, and indexes to find specific information.</p> <p>L3.SRS.5: Index: Use The learner will be able to use an index to locate specific information.</p> <p>L3.SRS.6: Source: Utilize/Various Reference The learner will be able to utilize various reference sources to gather information.</p> <p>Reading R4.GEN.5 The learner will be able to identify, read, and analyze informational texts.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate</p>

R4.ROP.22

The learner will be able to formulate questions to monitor comprehension.

R4.WAV.14

The learner will be able to recognize and understand words in context by using word analysis

Math**M3.DPS.2**

The learner will be able to describe and interpret data displays in both oral and written forms.

M3.DPS.3

The learner will be able to formulate questions, gather responses, and present data in a table, picture graph, or bar graph

Science**S3.REI.2**

The learner will be able to recognize the importance of careers in science.

S3.REI.4

The learner will be able to acquire information about people who have contributed to the development of major ideas in the sciences.

S4.REI.3

The learner will be able to use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources to help answer science-related questions and plan investigations

creativity by using multiple resources and formats.

1.2.7

Display persistence by continuing to pursue information to gain a broad perspective.

1.4.1

Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2

Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4

Seek appropriate help when it is needed.

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- *Determines accuracy, relevance, and comprehensiveness*
- *Distinguishes among fact, point of view, and opinion*
- *Identifies inaccurate and misleading information*
- *Selects information appropriate to the problem or question at hand*

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Identifies appropriate sources of information • Identify facts and details that support main ideas. • Analyze and evaluate new information based on previous experience and knowledge • Find similar ideas in more than one source • Question the differences between sources 	<ol style="list-style-type: none"> 1. Uses headings, subheadings, table of contents, index 2. Learns beginning note-taking skills 3. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc. 4. Uses different clues to determine important ideas in illustrations and text. 5. Use common organizational patterns to make sense of information 6. Work in groups to create and evaluate projects and information products. 7. Cites sources used. 	<p><u>Language Arts</u> L3.PSO.1: Critical Thinking The learner will be able to distinguish among redundant, relevant and irrelevant inform</p> <p>L3.MED.1: Understand: Various: Forms The learner will be able to identify various forms of mass media and their influence on a person's feelings and thinking.</p> <p>L4.LEX.1: Idiom: Affect Meaning The learner will be able to examine how the use of idioms may affect the meaning of words and that idiomatic expressions do not mean what the individual words mean. (Especially important for ELL students).</p> <p>L5.SRS.2: Skim: Distinguish The learner will be able to skim and scan for specific purposes.</p> <p><u>Reading</u> R3.GEN.1 The learner will be able to identify the author's purpose in a given passage.</p> <p>R3.GEN.2 The learner will be able to differentiate between fictional and</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.4 Demonstrate personal productivity by completing</p>

nonfictional accounts.

R3.ROP.1

The learner will be able to understand and identify the relationship between cause and effect in reading materials.

R3.ROP.14

The learner will be able to tell facts from opinions and tell facts and opinions in a clear and logical order.

R3.ROP.38

The learner will be able to distinguish between, talk, and write about realistic fiction, fantasy, fables, and nonfiction.

R5.GEN.2

The learner will be able to determine whether the author's purpose for writing is to inform, to persuade, to entertain, or to evaluate.

Math

.DPS.5 The learner will be able to predict the probability of a specific event occurring from a set of all possible outcomes.

Science

S4.REI.6

The learner will be able to describe how science and technology have helped, and in some cases hindered progress in providing better more rapid information.

products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge

- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	USVI CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Communicates results of information search in format appropriate for content • Understands the need for citing sources of information (copyright) • Observes Internet guidelines and protocols as defined in the district's policies 	<ol style="list-style-type: none"> 1. Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor 2. Collaborates with other students to solve information problems 3. Organizes information using such techniques as graphic organizers, storyboarding or webbing 4. Creates products using multimedia techniques 5. Presents the results of information search in a new form 6. Presents, performs or shares a product successfully 7. Evaluates projects 8. Recognizes the need for citing sources and begins to make simple bibliographies 9. Respects different points of view and 	<p>Language Arts L3.INP.1: Organizing Information: Thought The learner will be able to organize thoughts before speaking or discussing, use visual supports, and speak in complete sentences.</p> <p>L3.LAP.4: Strategies: Discussion The learner will be able to apply strategies for conveying meaning in a discussion.</p> <p>L3.LIS.4: Purposes: Gain Information The learner will be able to use a plan to gain information from descriptions, stories, and informational presentations.</p> <p>L3.SPK.5: Sentence Structure: Complete The learner will be able to speak in complete sentences.</p> <p>L3.SPK.6: Nonverbal: Visual Aids/Use The learner will be able to select, develop, and use visual aids when speaking to clarify his ideas.</p> <p>L3.SPK.7: Discussion: Verbal/Written/Sum The learner will be able to summarize verbally and in writing</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse</p>

<p>opinions</p>	<p>descriptions, stories, and informational presentations.</p> <p>L3.WRI.11: Form: Literary Genres The learner will be able to create written works of many different genres.</p> <p>L3.WRI.14: Purposes: Communication The learner will be able to use writing as a form of communication to describe, make decisions, solve problems, entertain.</p> <p>L4.LIS.3: Evaluating: Articulate/Support The learner will be able to listen to orally presented information and respond by appropriately expressing and supporting opinions.</p> <p>L4.WRI.9: Strategies: Graphic Organizer/ Reading R3.ROP.34 The learner will be able to take turns reading aloud to another student in paired reading teams.</p> <p>R3.ROP.39 The learner will be able to make connections among the ideas in a text and between these ideas and their background knowledge to focus on comprehension.</p> <p>R3.ROP.44 The learner will be able to clearly communicate (orally and</p>	<p>and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.5 Connect learning to community issues.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas</p>
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in writing) a main idea, proper details, and a correct sequence.

R3.ROP.47

The learner will be able to

summarize the main ideas and relevant details of a given reading selection to make a connection of the main or central ideas..

Math

M4.DPS.2

The learner will be able to

construct a suitable graph to illustrate data, using appropriate title and labels.

Science

S3.REI.7

The learner will be able to

communicate the results of his or her investigations in ways his or her audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display answers.

during group discussions.

3.2.3

Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4.1.6 Organize personal

knowledge in a way that can be called upon easily.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

Grades 3-5:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
- Designs, develops and evaluates information products and solutions related to personal interests.

LIBRARY BENCHMARKS	OBJECTIVES	VIRGIN ISLANDS CONTENT STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<ul style="list-style-type: none"> • Uses both text and visuals to understand literature • Selects a "Just Right" book independently 	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to 	<p>Language Arts L3.SP.K.1: Oral Interpretation: Choral Reading The learner will be able</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and</p>

<ul style="list-style-type: none"> for personal reading • Distinguishes between different types and elements of literature • Analyzes and understands information presented creatively in a variety of non-textual formats • Seeks information related to personal interests • Selects resources and materials based on interest, need and appropriateness 	<p>traditional world literature/folklore (nursery rhymes, fairy tales, pourquoui tales, trickster tales, fables, tall tales, legends, myths)</p> <ol style="list-style-type: none"> 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding of literary elements of plot, character, setting, theme, point of view 6. Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions) 7. Reads or listens to a variety of authors and illustrators 8. Engages in an in-depth study of an author's and/or illustrator's body of work 9. Is acquainted with award-winning literature 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, fingerplays, songs, poetry, reader's theater or visual arts 11. Utilizes a variety of formats (magazines, 	<p>to participate in group oral reading of descriptions, poetry, and summaries.</p> <p>L3.TEC.1: Technology: Use Comprehend The learner will be able to utilize technology for different tasks.</p> <p>L4.WRI.15: .Word Processing: Basic Skill The learner will be able to use basic word processing skills and educational software to write.</p> <p>Reading R3.GEN.3 The learner will be able to read a variety of assigned and self-selected literature.</p> <p>R3.ROP.19 The learner will be able to make inferences from prior knowledge and text.</p> <p>R3.ROP.28 The learner will be able to tell about setting, plot, characters, and resolution and relate stories to his/her own experiences.</p> <p>R3.ROP.35 The learner will be able to choose reading selections for a particular purpose (pleasure, information, research).</p> <p>R3.ROP.36 The learner will be able to demonstrate positive reading habits by choosing to read silently</p>	<p>solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4: Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5: Connect ideas to own interests and previous knowledge and experience.</p> <p>4.1.7: Use social networks and information tools to gather and share information.</p> <p>4.2.1: Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic</p>
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<p>books, non-print, electronic resources, newspapers)</p> <p>12. Reads for pleasure, to learn and to solve information needs</p> <p>13. Seeks answers to questions</p> <p>14. Explores topics of interest</p> <p>15. Uses libraries, library resources, the Internet, and other information sources</p> <p>Is introduced to a variety of formats (magazines, books, non-print, electronic resources, newspapers)</p>	<p>for extended periods of time on their own.</p> <p>R3.ROP.37 The learner will be able to read information for various purposes – to build vocabulary, entertain, make decisions.</p> <p>R5.GEN.5 The learner will be able to analyze poetry, fiction, and nonfiction as it relates to personal and real-world situations.</p> <p>Math</p> <p>M5.DPS.4 The learner will be able to propose and justify conclusions based on data.</p> <p>M5.DPS.5 The learner will be able to apply range in real world situations.</p> <p>Science</p> <p>S3.REI.10 The learner will be able to prepare reports utilizing various media.</p> <p>S4.REI.2 The learner will be able to use scientific inquiry to identify and solve local and global challenges.</p>	<p>requirements.</p> <p>4.2.3: Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2: Recognize that resources are created for a variety of purposes.</p> <p>4.3.3: Seek opportunities for pursuing personal and aesthetic growth.</p> <p>4.4.1: Identify own areas of interest.</p> <p>4.4.2: Recognize the limits of own personal knowledge.</p> <p>4.4.3: Recognize how to focus the efforts in personal learning.</p> <p>4.4.4: Interpret new information based on cultural and social context.</p> <p>4.4.5: Develop personal criteria for gauging how effectively own ideas are expressed.</p> <p>4.4.6: Evaluate own ability to select resources that are engaging and appropriate for personal interests</p>
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and needs.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

4.1.6: Organize personal knowledge in a way that can be called upon easily.

Appendix - Standards

NETS-S (Students)

1. Creativity and Innovation -- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. apply existing knowledge to generate new ideas, products, or processes.
 - b. create original works as a means of personal or group expression.
 - c. use models and simulations to explore complex systems and issues.
 - d. identify trends and forecast possibilities.

2. Communication and Collaboration -- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
 - d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency -- Students apply digital tools to gather, evaluate, and use information. Students:
 - a. plan strategies to guide inquiry.
 - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making -- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - b. plan and manage activities to develop a solution or complete a project.
 - c. collect and analyze data to identify solutions and/or make informed decisions.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship -- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
 - a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts -- Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
 - a. understand and use technology systems.
 - b. select and use applications effectively and productively.
 - c. troubleshoot systems and applications.
 - d. transfer current knowledge to learning of new technologies.

NETS-T (Teachers)

1. Facilitate and Inspire Student Learning and Creativity -- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments -- Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning -- Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility -- Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership -- Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning

- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

NETS-A (Administrators)

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning
- b. model and promote the frequent and effective use of technology for learning
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. ensure effective practice in the study of technology and its infusion across the curriculum
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. establish and leverage strategic partnerships to support systemic improvement
- e. establish and maintain a robust infrastructure for technology including integrated,

interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- c. promote and model responsible social interactions related to the use of technology and information
- d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools