Board of Education
Community Consolidated School District 64

Committee-of-the-Whole: Recommendations from Board Advanced Technology Committee (BATC)

Monday, April 8, 2013
7:00 p.m.

Raymond Hendee Educational Service Center
164 South Prospect Avenue

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. RECOMMENDATIONS FROM BOARD ADVANCED TECHNOLOGY COMMITTEE (BATC)

3. PUBLIC COMMENTS

4. ADJOURNMENT

To: Board of Education

From: Dr. Terri Bresnahan, Director of Technology

Date: April 8, 2013

Subject: Board Advanced Technology Committee Report

BACKGROUND

District 64 is now in its third year of implementation of a five-year Strategic Plan. Strategic Plan Strategy I states: *We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.*

In prior years, more than 100 staff members worked together as an Advanced Technology Committee to review technology standards and develop proficiencies in the area of technology integration. A smaller Technology Implementation Committee (TIC), comprised solely of current staff members, was also created to provide ongoing input for continuing technology planning within District 64. Now during year three of the plan, a Board Advanced Technology Committee has been created to research best practices related to technology in education and report findings to the Board of Education. In contrast to TIC, the focus of BATC is to provide a more outward and global perspective to help accelerate our technology initiatives.

With a surge of community and staff interest, BATC members were designated by the Board in December 2012 and convened in January. The committee began its work by developing a clear understanding of the challenges facing students and teachers for 21st century learning, the changes ahead in the transition to the Common Core State Standards, and the critical role of technology integration. The next section of this report offers a brief review of this information, which provided a foundation for the committee's in-depth work.

21ST CENTURY LEARNING & THE COMMON CORE:

The current and future health of America's 21st century economy depends directly on how broadly and deeply Americans reach a new level of literacy - "21st Century Literacy" - that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.

Source: 21st Century Workforce Commission National Alliance of Business

In January 2012, this quote was featured in a report on 21st century learning presented to the Board by Director of Technology Terri Bresnahan and then Assistant Superintendent for Student Learning Diane Betts. The information provided in this section clearly describes the alignment of the Common Core State Standards and 21st century learning and the critical role of technology.

In 2002, a consortium of leaders from the business community, education, and government founded the Partnership for 21st Century Skills. Their goal is to position 21st century readiness at the center of education and to sustain a national focus on 21st century skills.

What is 21st Century Learning?

21st century learning has the following characteristics:

- Involves active, engaged learning that prepares students to successfully face a rapidly changing and complex world.
- Develops students who are able to access, evaluate, synthesize and communicate large amounts of rapidly changing information that is required to solve problems and create new knowledge in a global world.
- Focuses on critical thinking, problem solving, creativity, innovation, communication and collaboration.
- Based on the belief that knowledge does not and cannot reside in any one individual, text, object or tool.
- Not just focused on workplace readiness – 21st century learning will enable individuals to experience more satisfying personal lives, more engaged civic lives as well as more productive professional lives.

Alignment of Common Core and 21st Century Learning

As described above, the Framework for 21st Century Learning is both supported and extended by the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The CCSS, created in response to national concerns about the rigor of education, have been adopted by 45 states, four territories, the District of Columbia and the Department of Defense Education Activity. The CCSS are designed to ensure that students graduating from high school are career and college-ready and that parents, teachers and students understand what is expected of them. The CCSS outline expectations for both the knowledge and proficiencies that will enable students to succeed in the future.

Technology is critical to student mastery of the CCSS and is embedded throughout the Standards. It is used as a *tool for learning* as well as a *tool for communicating learning*. That is, students use technology not only to actively *seek* information, but also to also to *synthesize and apply it*. The authors of the CCSS describe the competencies related to technology in both English Language Arts and Mathematics:

- "To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section."

- "Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use."

- "[Students] tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline."

- "[Students] are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

- "When making mathematical models, [students] know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data."

- "Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts."

The symbiotic relationship between the CCSS and technology is underscored by the District 64 Strategic Plan. As noted in the mid-year progress report to the Board on February 25, our current District-wide priority focus is the implementation of the CCSS as supported by technology integration. Technology is critical to our students' success as they seek, synthesize, and apply the content and proficiencies of the CCSS.

BOARD ADVANCED TECHNOLOGY COMMITTEE

The following sections provide detailed information about the work of the committee, its findings, and recommendations from the committee to accelerate the use of advanced technology in District 64.

OVERVIEW:

This section outlines the activities of the committee in developing this report. In January 2013 the Board Advanced Technology Committee convened as part of the District's Strategic Plan. 28 volunteers consisting of parents, staff and administrators collaborated to build a recommendation for the future of technology in District 64.

Case Studies

The committee began its work by developing a clear understanding of what quality, 21st century teaching and learning is and the critical role of technology integration. This involved the careful review of case studies that exemplify the type of learning that is possible when technology is infused into everyday teaching and learning. The committee reviewed the case studies to build consensus on how teaching and learning should look when technology is used effectively.

Samples of Success

The elementary and middle school Instructional Technology Coach representatives on the committee demonstrated samples of successful 21st century learning that is currently happening in District 64. Digital book trailers, virtual field trips, green screen weather reporting, and other 21st century learning activities were shared with the committee to demonstrate how teachers can utilize technology to engage students when empowered with professional support and the right digital tools.

Research

Current best practices were also researched to develop a more global perspective of technology trends in education. Model districts, field experts, journal articles, and other resources were shared amongst the group as the committee worked to develop a recommendation for District 64. After reviewing this data, action teams were created to further investigate existing technology models that have potential implications for District 64.

Five focus areas were studied:

- 1:1 Computing
- Bring Your Own Device (BYOD)
- Early Childhood/Primary Grade Computing
- Learning Models
- Infrastructure

Site visits were conducted and data from other districts was collected. In addition, surveys were developed and administered to 3 stakeholder groups: parents, students, and staff. The collective set of data was then used by the committee to build consensus around a recommendation to present to the Board of Education.

The input and dedication from committee members provided a variety of perspectives that were vital to creating a well-rounded recommendation that we believe will serve the best interests of our students and community.

COMMITTEE FINDINGS:

The action research of the committee brought forth findings that led to this recommendation to the Board of Education. Several site visits were conducted, data from surrounding districts was gathered, case studies were reviewed, and stakeholder surveys administered. Below is a summary of the committee's findings on the five focus areas.

Focus Area 1 -- 1:1 Computing

The evidence collected clearly indicated that the focus of any initiative is student learning. During the 1:1 action team's site visit to South Berwyn District 100, one-to-one computing is a reality for 100% of its students in grades K-8. Their mission began with a goal to move their district into the top 25% of districts in Illinois based on achievement measures. They have made gains towards reaching their goal and can attribute their successes to a district-wide improvement plan, including the move to 1:1 access for all students.

Other districts such as Avoca 37, Gurnee 56, Glenview 34, Burr Ridge 181, and Lincolnwood 74 have demonstrated success in their existing models of 1:1 computing, and have since expanded those models to other grade levels. See table below for a list of 1:1 initiatives in surrounding districts.

District	Model	Grade Levels	Device(s)	Finances
Lincolnwood 74	1:1	6, 7	iPads	Student Fee
Glenview 34 (proposed)	1:1	K-8	iPads	District/ Student Fee
Kenilworth 38	BYOD 1:1 at school	6-8 3-5	Any iPads	Student Paid District Paid
South Berwyn 100	1:1	K-8	iPads, MacBook	District Paid
Lake Zurich 95	1:1	K-8	iPads	District Paid
Avoca 37	1:1	4-8	MacBooks	District Paid
Hinsdale 181	1:1	3, 6	iPads	District Paid
Niles 71	1:1	6	Chromebooks	District Paid

Focus Area 2 -- Bring Your Own Device (BYOD)
A team of committee members visited Kenilworth District 38 to learn more about their BYOD initiative for grades 6-8. This is the first, full-year of implementation and is offered as an option for students. Each student is allowed to bring any device of his/her choosing to school to use within the classroom. Devices range from laptops, to iPod touches, to SmartPhones. Policies regarding acceptable use have been put into practice to provide students and parents with guidelines for the program.

The team that visited felt that while this model is cost-effective, it still leaves some students without a device who then have to use "loaner" equipment from the school. It also creates challenges for teachers who do not have consistency with which devices are being used or if/when they are brought to school. Due to these findings, the team did not feel BYOD is a viable option for District 64, unless it were modeled in a more structured fashion. The parent survey data also reported mixed feelings regarding allowing students to bring personal devices to school.

Focus Area 3 -- Early Childhood/Primary Grade Computing
What became apparent to the committee was the practice of expanding 1:1 computing models to primary (K-2) and intermediate grades (3-5) in districts after 1:1 computing had proven successful at the middle grades (6-8). However, districts that are more recent adopters of 1:1 computing are targeting both elementary and middle school grades simultaneously for implementation. For example, Burr Ridge 181 has implemented 1:1 computing in grades 3 and 6 as starting points and has a 3-year plan for reaching 1:1 in all grades 3-8. The team also found that iPads were the device of choice for the primary grades, based on their touchscreen capabilities and apps that support early literacy and math skills.

Focus Area 4 -- Learning Models
Two groups of committee members had the opportunity to investigate two learning models that have proven to be effective in educating 21st century learners.

One team made a visit to a private school in Palatine where inquiry-based learning is being used to engage students in higher-level, critical thinking. While each student was equipped with a computing device, the focus of this school's work was providing students with authentic opportunities to explore concepts in an engaging model of learning. The concept of inquiry-based learning has already been shared with District 64's middle school social studies team and will be further explored for implementation across District 64.

The second learning model explored was the "flipped" classroom. A visit was made to Kenilworth School District 38, where BYOD has recently been made available as an option to students in grades 6-8. As defined in Wikipedia, "Flip teaching (or flipped

classroom) is a form of blended learning which encompasses any use of technology to leverage the learning in a classroom, so a teacher can spend more time interacting with students instead of lecturing. This is most commonly being done using teacher-created videos that students view outside of class time." The main takeaway from this model is the focus on differentiation and meeting the needs of each student at their own level through self-pacing. Again, the devices enabled this type of learning to take place more readily; however, the focus is on the instructional practices and the student learning outcomes. Several District teachers that would like to implement this type of learning in their own classrooms will further explore the flipped classroom model.

Focus Area 5 -- Infrastructure

This action team explored the current state of the District's network, phone system, filtering system, and overall end-user management. Upgrades over the past few years were designed with future proofing in mind. With fiber connections to each building and classroom, the District is in a good position to increase the number of devices. However, with such an increase, the number of wireless access points to manage the wireless traffic would be necessary. In order to accommodate a 1:1 initiative, the District must ensure adequate wireless coverage for all end users.

The District upgraded its bandwidth access to the Internet in the spring of 2012 and will continue to monitor usage as the number of devices increases. Additional bandwidth is available in increments of 10MBS and should be considered as the District moves towards a greater device to student ratio.

The ability to improve the way in which the District filters Internet content is of high importance as well. This summer, the technology department will implement a user directory system to manage end users and develop filtering policies based on users. This will ensure the District's ability to properly filter for students according to the Children's Internet Protection Act (CIPA), while allowing for greater access to instructional resources by teachers.

In light of the workload scheduled for this year, it is recommended that the District take the 2013-14 school year to review telephone system upgrades to plan for improvements to take place during the summer of 2014. While the telephone system is in need of replacement, it will require substantial planning and a significant financial commitment.

Key Findings from Parent and Student Surveys

Surveys were administered to parents and students in grades 3-8. A series of questions were developed by the committee and provided an opportunity for input from these two stakeholder groups.

One survey per family was requested to be completed via an email communication to all parents. In total, 1,099 parents responded, which represents approximately one-third of the total District's families. See Attachment 1 for a complete summary of the survey results.

The results of the survey to the parents provided these key findings:

- 100% of respondents have Internet access at home
- All but 5 respondents (less than 1%) indicate that the children in the home have access to some type of computing device
- 45% of students in K-2 have a personal device, 82% of students in 3-5 have a personal device, and 95% of students in 6-8 have a personal device
- 87% of families agree or strongly agree that technology should be an educational priority in District 64
- 81% of families agree or strongly agree that technology should be a financial priority in District 64

Both elementary students (intermediate grades) and middle school students were surveyed.

Students in elementary school grades 3-5 were surveyed online during school time; 1,162 students responded to the survey. This represents 79% of the student population in these grades. See Attachment 2 for a complete summary of the survey results.

The results of the survey to elementary students in grades 3-5 provided these key findings:

- 91% of students report using a computing device for finding information at least once per week
- 76% of students report that they would bring their own device to school if allowed
- 91% of students report their teachers use some form of technology at least 2-3 times per week (70% everyday, 21% 2-3 times per week)
- 53% of students indicated they would like greater access to laptops, 82% would like greater access to iPads
- 61% of students report often or always having opportunities to collaborate with their peers
- 78% of students report often or always having opportunities to problem solve
- 71% of students report often or always having opportunities to be creative
- 30% of students report often or always having opportunities to take risks

Students in middle school grades 6-8 were surveyed online during school time; 1,003 students responded to the survey. This represents 66% of the student population in these grades. See Attachment 3 for a complete summary of the survey results.

The results of the survey to students in grades 6-8 provided these key findings:

- 97% of students report using a computing device for finding information at least once per week
- 88% of students report that they would bring their own device to school if allowed
- 84% of students report their teachers use some form of technology at least 2-3 times per week (62% everyday, 22% 2-3 times per week)
- 68% of students indicated they would like greater access to laptops, 74% would like greater access to iPads
- 76% of students report often or always having opportunities to collaborate with their peers
- 83% of students report often or always having opportunities to problem solve
- 80% of students report often or always having opportunities to be creative
- 48% of students report often or always having opportunities to take risks

RECOMMENDATION SUMMARY

Based on its findings, **the committee believes learning in District 64 should be: collaborative, creative, connected to the real world, flexible, differentiated, self-paced, inquiry-based, and integrated with technology.**

In order to achieve this type of learning and support the District's implementation of the Common Core State Standards with technology integration, the committee agrees that students should be connected to one another and the world through the use of technology.

The following beliefs were guiding factors in developing this recommendation:

- Students should be engaged and motivated throughout the learning process.
- 21st century skills, such as communication, collaboration, creativity, and critical thinking are vital to prepare our students for high school, college, careers, and beyond.
- Students should be empowered in the classroom and play active roles in their learning.
- The use of the Internet and digital resources, when integrated under the guidance of a teacher, extends learning beyond the classroom and allows for access to a richer and deeper learning experience.

- Students today are "digital natives" who are accustomed to navigating a technology-rich world.
- Learning with technology is not about the device; it is about the connection to resources and the way in which they are used to support rigorous and higher-level learning.
- Teachers need ongoing, job-embedded professional development to transform the way in which they teach.

Therefore, it is the recommendation of the Board Advanced Technology Committee that all students in District 64 have equal access to the digital resources necessary to support 21st century learning and the implementation of the CCSS in a one-to-one computing model. Options for how this recommendation can be achieved will be brought to the Board at the April 22 meeting.

ACTION PLAN FOR ACHIEVING ONE-TO-ONE

The Board Advanced Technology Committee has based its recommendation on transforming teaching and learning with the commitment to providing the resources necessary to bring about that change effectively. The following sections review the current state of technology in District 64, introduce the vision of "One-to-World" learning, and provide recommendations for digital resources and other considerations.

CURRENT STATE OF TECHNOLOGY:

District 64 has worked diligently over the past several years to make progress towards the integration of technology into teaching and learning. Since the early stages of planning for the Strategic Plan, the accelerated use of technology has been a District priority.

Some of the significant milestones in technology in District 64 include:

- Infrastructure Upgrades
    - Fiber connectivity between all buildings
    - Upgraded wireless access points and switches (2010-2011)
    - Increased bandwidth from 10 mbps to 100 mbps (spring, 2012)
- Systems for Productivity and Learning
    - Implementation of new communication system (summer, 2012)
    - Implementation of Google Apps for Education (2011-2013)
    - Updated District and school websites (2011-12)
- Technology Equipment
    - 135 SmartBoards in classrooms (2010-present)
    - 482 iPads (2010-present)
    - 512 Laptops on carts for students (ongoing)

- 247 Lab computers (ongoing)
- 436 Laptops for staff (ongoing)

- Professional Development
  - Implementation of Instructional Technology Coaches (2011-14)
  - Integration of technology into existing professional development (ongoing)

All teachers in District 64 utilize technology resources to increase productivity, foster communication and collaboration, and engage students in the classroom. However, given the current resources available to teachers and students, a fully integrated model is not possible. The current ratio of students to devices (including all laptops, lab computers, and iPads) is approximately 1 device for every 3.5 students.

Although we continue to improve the ratio each year, until the District reaches a 1:1 computing environment, there will be limitations on the learning environment. Through the use of laptops and iPads in the classroom, nearly all teachers and students have experienced a 1:1 computing scenario. However, once the "check-out" period has ended, so must the 1:1 experience.

The natural progression for technology in District 64 is access to 21st century learning anywhere, anytime.

RECOMMENDED VISION FOR ONE-TO-WORLD LEARNING:

The framework for this plan begins with the following admission and willingness to ask the following question:

I thought I knew what students needed to learn and what a good school looks like— because I was a student once and I went to school, and it worked for me. But times have changed. And maybe students today do need something different. I wonder what it is?

Source: Wagner, The Global Achievement Gap, 2008

Through its action research, the BATC observed and explored a wide variety of learning and technology integration models. Central to all of these initiatives is the understanding that students today must be prepared with the skills they need to compete in a 21st century global economy. Collaboration, communication, critical thinking, problem solving, risk-taking, and self-directed learning are critical to the success of students as they enter high school, college and beyond.

The concept of 1:1 computing has been evident in education for over a decade. However, many of these initiatives have focused more on the technology and less on the transformation of teaching. Alan November (2013) introduces the concept of moving beyond 1:1 computing to 1: world:

If the language we use to describe an initiative sets the tone and direction for it, and if we want to create a more inspiring vision than giving each student a device, then I have a simple proposition: Let's drop the phrase "one-to-one" and refer instead to "one-to-world." This simple, one-word change takes us beyond the focus on the boxes and wires and alludes to why we are making the investment in the first place.

The planning considerations now evolve from questions about technical capacity to a vision of limitless opportunities for learning. This change also has enormous implications for the design of staff development. As soon as you shift from "one-to-one" to "one-to-world," it changes the focus of staff development from technical training to understanding how to design assignments that are more empowering—and engage students in a learning community with 24-hour support.

District 64 has built a solid foundation for accelerating the use of advanced technology through its Strategic Plan activities. The implementation of the Instructional Technology Coaching model, transition to the Common Core State Standards, use of iPad technology, adoption of new online resources and curricular materials, and intense focus on teaching and learning, have paved the way for the next logical step in this progression.

Teachers in District 64 are demonstrating progress towards greater differentiation and deeper levels of learning for students through the use of technology. However, this type of learning is limited by the access of technology resources for students. The recommendation from the BATC would allow for 21st century learning to take place anytime, anywhere for all students. By giving each student access to a personalized device, we increase opportunities for differentiation, collaboration, and student-empowered learning to take place.

As stated previously, the Board Advanced Technology Committee has based its recommendation on transforming teaching and learning with the commitment to providing the resources necessary to bring about that change effectively.

Recommendation for Digital Resources: The Right Tool for the Job

The committee explored a variety of tools to meet the needs of 21st century learners. The following factors were considered in choosing the most appropriate tool for students:

- Needs of the curriculum
- Developmental needs of learners
- Current tools used in District 64
- Exemplary models in other districts
- Articulation with Maine Township High School District 207 high schools
- Management capabilities
- Requirements for PARCC assessment (screen size, keyboard, etc.)
- Cost

- Durability

Here are the specific recommendations for varying grade levels and to meet other ongoing needs:

- **iPads for Grades PK-2**

Based on the above criteria, the committee reached consensus on continuing to utilize iPads for the primary grades (PK-2) in a dedicated classroom environment. It also recognized the advantages to having access to iPads for grades 3-8 and thus, recommended maintaining iPads on carts that would be available on a checkout basis for those grade levels.

The benefits of the iPads for grades PK-2 include:

- Touch screen capabilities to support fine motor development
- Affordability
- App-driven to support small group learning and targeted skill practice
- Existing effective use of iPads at the elementary level

- **Chromebooks for Grades 3-8**

For grades 3-8, the committee researched a variety of 1:1 models utilizing iPads, MacBooks and other laptop devices. However, with the announcement of District 207's Chromebook initiative, the committee felt this device merited further consideration. After reviewing the criteria and having the opportunity for hands-on exploration of the Chromebooks, the committee fully supported these devices for use in District 64.

The benefits of the Chromebooks for grades 3-8 include:

- Management capabilities for teachers in the classroom
- Management of devices on the District's network
- Ability to filter easily
- Fully integrated with Google Apps for Education
- Full keyboard
- Battery life (5-7 hours approx.)
- Best value
- Built-in memory
- Ports to support peripheral devices (USB, memory slot, etc.)
- Fully supported by NWEA for MAP testing
- Fully meets minimum requirements for PARCC assessment
- Ability to use in District 207 when students enter high school

- **Other Digital Resources**

While the iPads and Chromebooks provide greater access to a wealth of digital resources, there remain curricular areas that will continue to be supported through other appropriate devices. For example, in some of the technology elective courses, a more robust computer capable of running specialized software may be needed. The District will continue to support those programs through the necessary equipment and software, as well as maintain the existing labs for other learning situations.

SmartBoards and LCD projectors will continue to be critical resources for instruction in the classrooms. The ability to display on a large scale for instruction has proven to be effective for student learning and engagement in District 64. In addition, the SmartBoards provide interactive features that allow for digital manipulatives and dynamic presentations. The newly adopted math resources are aligned with the Smart Notebook software and are designed to work directly with the SmartBoard.

Additional Considerations

In addition to the recommended resources above, the following considerations are critical components of the recommendation from the committee:

- Infrastructure/Personnel Support
    - 1:1 requires the following upgrades to the network infrastructure
        - Wireless access points in each classroom where 1:1 will be utilized
        - Possible increased bandwidth based on monitoring of usage
        - Possible wiring upgrades for additional access points
        - Electrical considerations
    - Maintain current technology support personnel to manage addition of new devices and monitor increased workloads
    - Explore an upgraded phone system during the 2013-14 school year to make a recommendation for the 2014-15 school year
- Professional Development
    - Continued job-embedded professional development through the coaching model
    - Dedicated time for teachers to collaborate on teaching practices
    - Embed technology skills with curriculum initiatives (i.e., new math resources)
    - Summer opportunities for staff
- Support for Students & Parents
    - Internet safety
    - Direct instruction on 21st century skills
    - Clear communication on Acceptable Use Policies and expectations
    - How to care for and manage devices properly
    - Training for parents

- Management Systems
    - Improve filtering capabilities to meet demands of 1:1 computing -- The Technology Department will establish a directory methodology to allow for easier and more efficient filtering policies to be put into place. All filtering will be aligned with the policies adopted by the Board of Education.
    - Device management for both Chromebooks and iPads -- The purchase of Chromebooks includes a management tool that integrates with the District's Google control panel. The District currently is exploring the use of an iOS management software that is available to the District at no cost to facilitate the use of iPads in the classrooms.
    - Policy updates related to acceptable use, social media, and filtering -- The Technology Implementation Committee and Board Advanced Technology Committee will make recommendations regarding policy changes. The Policy Committee will review recommendations and present to the Board of Education for approval.
- Curricular Impact
    - Math adoption -- Fully integrate technology to support the new electronic resources offered through this adoption
    - PARCC assessment -- The new assessment, which will replace the ISAT, will be administered to students online. The Chromebook currently meets the established minimum guidelines released by the PARCC.
    - Internet safety curriculum for students -- Each year the District is required to provide direct instruction on Internet safety for all students. This curriculum will be updated on a regular basis with stronger emphasis on social networking and cyber bullying.
    - CCSS/NETS -- The Common Core State Standards overlap with the National Educational Technology Standards in the areas of 21st century skills, including critical thinking, communication, collaboration, and creativity. The integration of digital media, online collaboration, etc., will help students meet the requirements of both the CCSS and the NETS.

NEXT STEPS

The committee's recommendation for a 1:1 computing model is deeply embedded within District 64's Strategic Plan and reflects the District-wide priority of implementing the CCSS with technology integration. The transition to a 1:1 computing model is within reach, and can be achieved through a variety of means. Specific options for pacing and implementation consistent with the District's transition to the CCSS, as well as financial considerations, will be presented at the April 22 meeting.

COMMITTEE MEMBERS

Co-Facilitators:

Dr. Phil Bender, Superintendent
Dr. Terri Bresnahan, Director of Technology

District 64 Staff:

Allison Blum, Technologist (RO)
Gini Burns, Teacher (EM)
Sue Herman, Technologist (LI)
Dr. Lori Hinton, Assistant Superintendent for Student Learning
Franny Keyes, Teacher (LI)
Jason Mata, Teacher (FI)
Barbie Murphy, Speech Language (JE)
Dr. Tony Murray, Principal (LI)
Caroline Schaab, Instructional Technology Coach (RO)
Nancy Sweeney, Teacher (FR)
Jon Urbanski, Manager of Technology
Amanda Walsh, Instructional Technology Coach (LI)
Dan Walsh, Principal (FR)

Community Members:

Scott Altman, Parent (WA, LI)
Bill Basquin, Parent (JE, RO)
Paul Brown, Parent (CA)
Carrie De La Cruz, Parent (FR)
Sara Greiner-Carolan, Parent (FR)
Kendra Griffin, Parent (LI)
Dave Iffland, Parent (FI, EM)
David Langlands, Parent (RO)
Paul McCarthy, Parent (WA)
Doug Miller, Parent (CA)
Janice Oliva, Parent (WA)
Tony Sivore, Parent (FI, EM)
Nancy Zver, Teacher (Mary, Seat of Wisdom)

Liaisons:

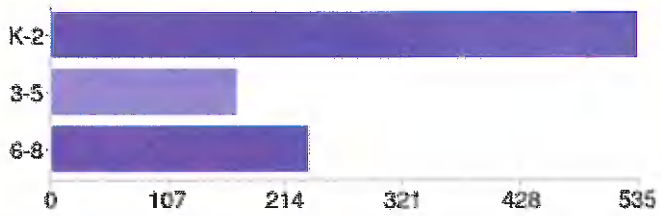
Hank Thiele, Director of Technology, Maine Township High School District 207
Bernadette Tramm, District 64 Public Information Coordinator
Scott Zimmerman, District 64 Board of Education Vice President

 Attachment 1

1099 responses

Summary See complete responses

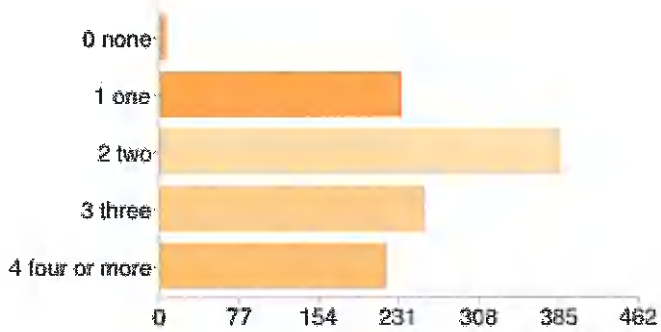
Please tell us what grade(s) your child(ren) are in.



K-2	**533**	48%
3-5	**169**	15%
6-8	**234**	21%

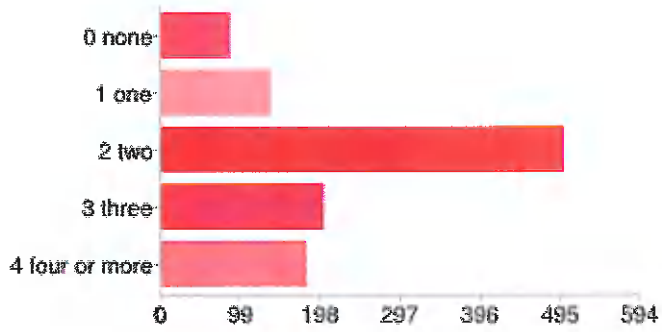
People may select more than one checkbox, so percentages may add up to more than 100%.

Does your family have: - Computer/Laptop



0 none	**6**	1%
1 one	**233**	21%
2 two	**386**	35%
3 three	**255**	23%
4 four or more	**219**	20%

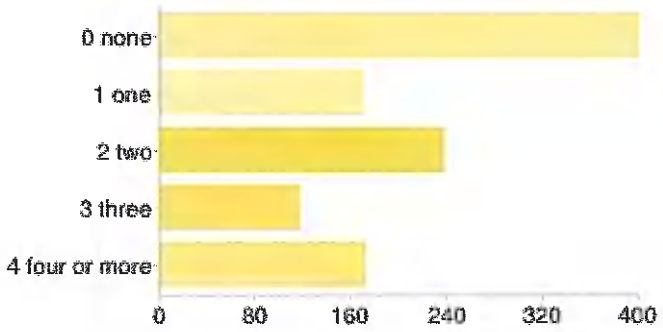
Does your family have: - Smart phone (iPhone, Blackberry, Droid, etc.)



0 none	**86**	8%
1 one	**136**	12%
2 two	**497**	45%
3 three	**201**	18%
4 four or more	**179**	16%

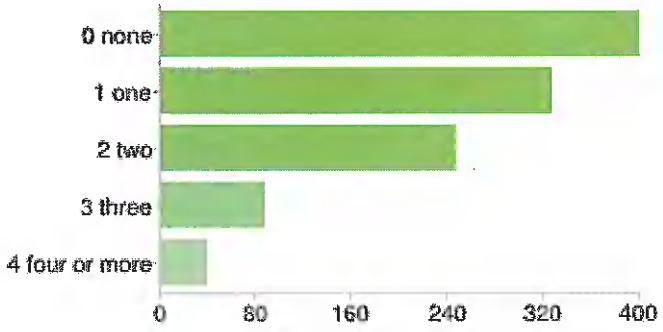
Does your family have: - Cell phone

0 none	**400**	36%
1 one	**171**	16%
2 two	**238**	22%



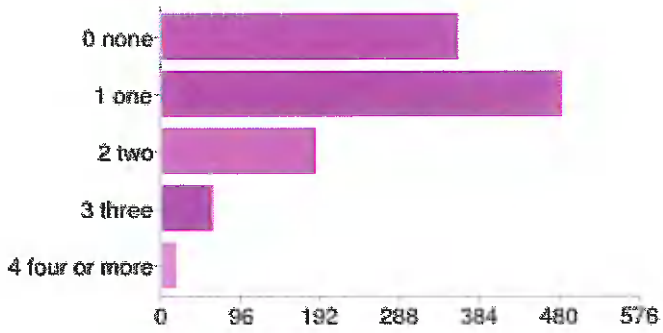
3 three	**117**	11%
4 four or more	**173**	16%

Does your family have: - iPod touch



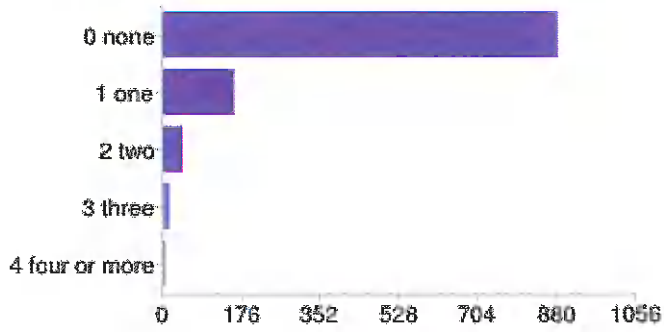
0 none	**400**	36%
1 one	**327**	30%
2 two	**247**	22%
3 three	**87**	8%
4 four or more	**38**	3%

Does your family have: - iPad



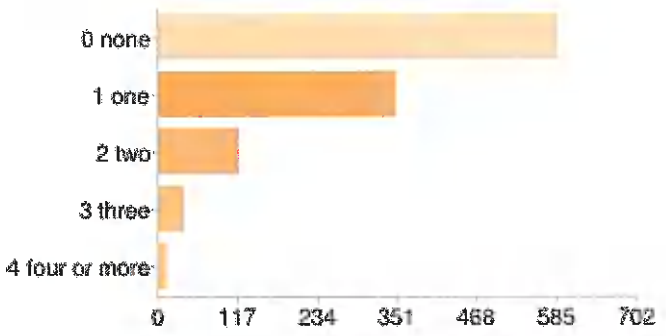
0 none	**357**	32%
1 one	**481**	44%
2 two	**185**	17%
3 three	**60**	5%
4 four or more	**16**	1%

Does your family have: - other tablet (Galaxy tab, TabletPC, etc.)



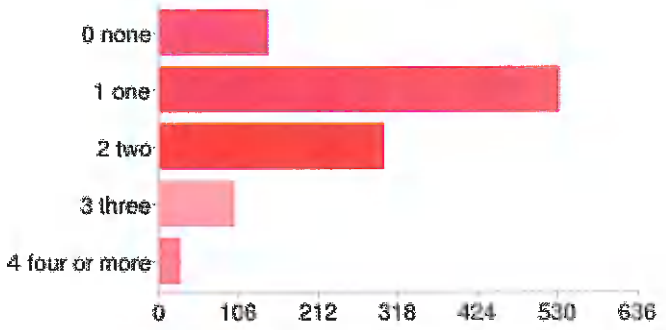
0 none	**881**	80%
1 one	**158**	14%
2 two	**41**	4%
3 three	**14**	1%
4 four or more	**5**	0%

Does your family have: - eReader (Kindle, Nook, etc.)



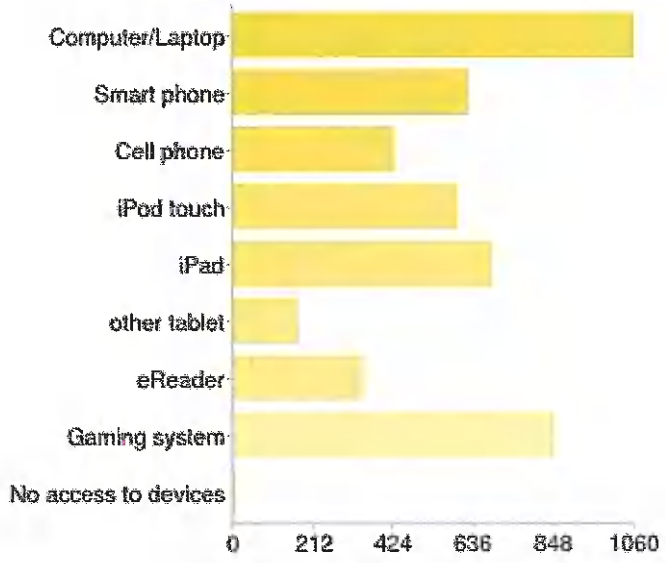
0 none	**586**	53%
1 one	**347**	32%
2 two	**117**	11%
3 three	**37**	3%
4 four or more	**12**	1%

Does your family have: - Gaming system (Xbox, Playstation, etc.)



0 none	**144**	13%
1 one	**531**	48%
2 two	**298**	27%
3 three	**99**	9%
4 four or more	**27**	2%

Does your child(ren) have access to the family's

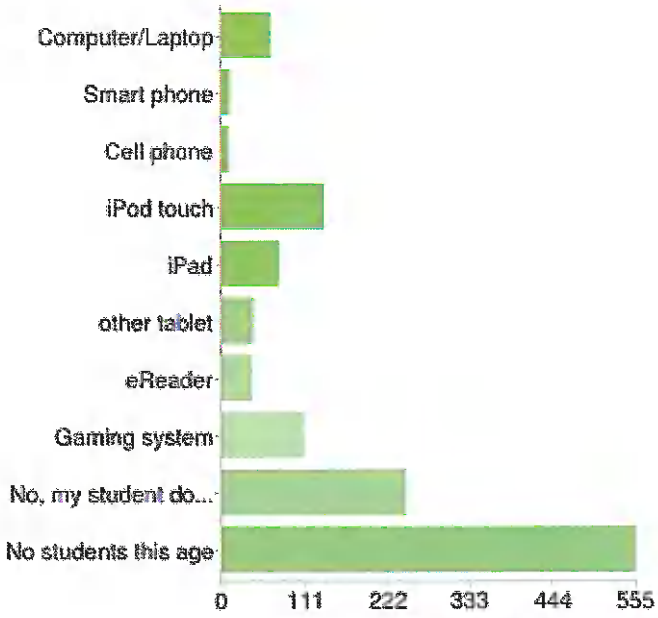


Computer/Laptop	**1060**	96%
Smart phone	**626**	57%
Cell phone	**427**	39%
iPod touch	**595**	54%
iPad	**688**	63%
other tablet	**171**	16%
eReader	**344**	31%
Gaming system	**849**	77%
No access to devices	**5**	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

Does your K-2 student have a PERSONAL/EXCLUSIVE

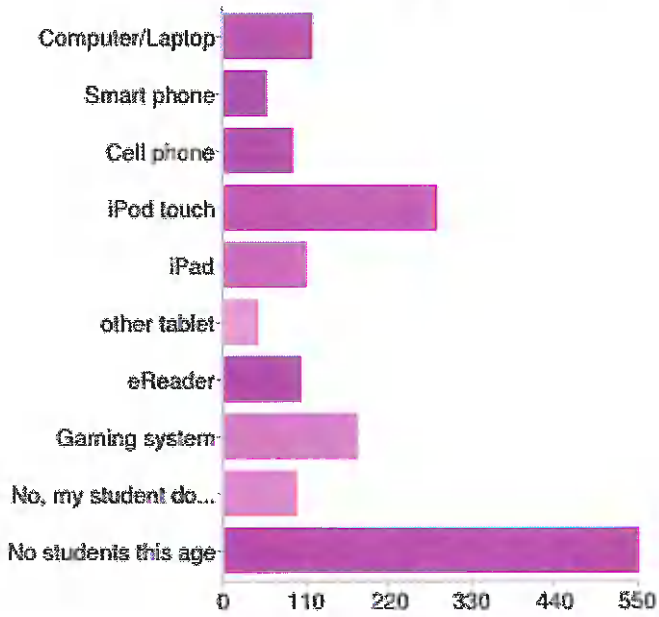
Computer/Laptop	**65**	6%
Smart phone	**11**	1%



Cell phone	**9**	1%
iPod touch	**137**	12%
iPad	**77**	7%
other tablet	**42**	4%
eReader	**41**	4%
Gaming system	**110**	10%
No, my student does not have a personal device	**246**	22%
No students this age	**554**	50%

People may select more than one checkbox, so percentages may add up to more than 100%.

Does your 3-5 student have a PERSONAL/EXCLUSIVE

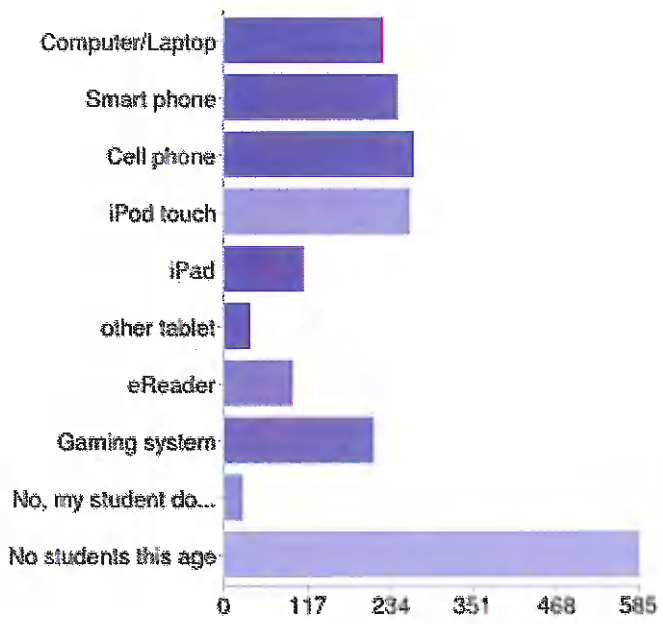


Computer/Laptop	**119**	11%
Smart phone	**57**	5%
Cell phone	**92**	8%
iPod touch	**283**	26%
iPad	**110**	10%
other tablet	**46**	4%
eReader	**103**	9%
Gaming system	**177**	16%
No, my student does not have a personal device	**97**	9%
No students this age	**549**	50%

People may select more than one checkbox, so percentages may add up to more than 100%.

Does your 6-8 student have a PERSONAL/EXCLUSIVE

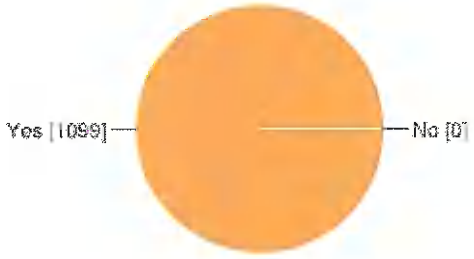
Computer/Laptop	**223**	20%
Smart phone	**243**	22%
Cell phone	**265**	24%
iPod touch	**260**	24%



iPad	**109**	10%
other tablet	**35**	3%
eReader	**94**	9%
Gaming system	**209**	19%
No, my student does not have a personal device	**24**	2%
No students this age	**584**	53%

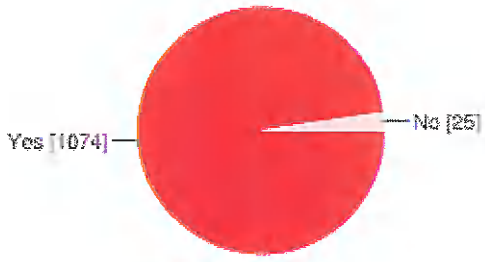
People may select more than one checkbox, so percentages may add up to more than 100%.

Does your home have Internet access?



Yes	**1099**	100%
No	**0**	0%

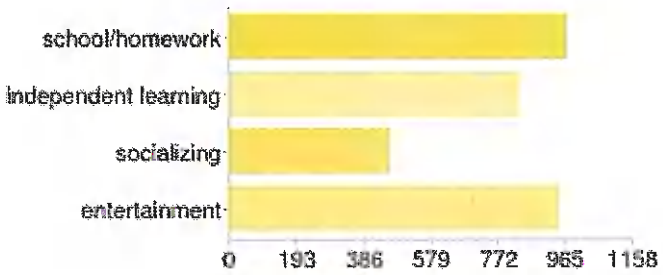
Does your home have a wireless network?



Yes	**1074**	98%
No	**25**	2%

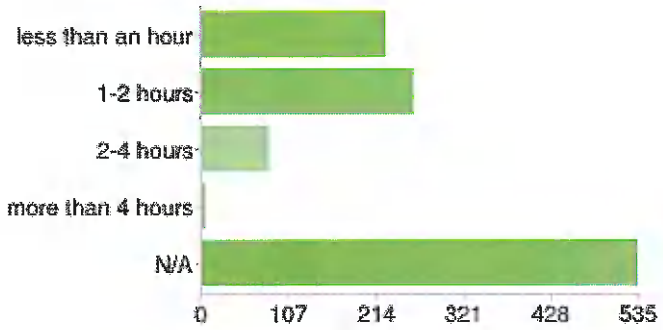
Does your child use the Internet for

school/homework	**967**	88%
independent learning	**831**	76%
socializing	**458**	42%
entertainment	**947**	86%



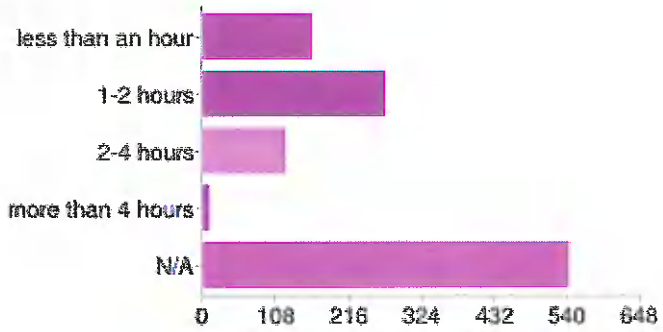
People may select more than one checkbox, so percentages may add up to more than 100%.

Estimate the amount of time your child(ren) spend using any form of technology on a typical school day (computer, smart phone, texting, television, video, gaming, etc.) - K-2



less than an hour	**223**	20%
1-2 hours	**257**	23%
2-4 hours	**82**	7%
more than 4 hours	**4**	0%
N/A	**533**	48%

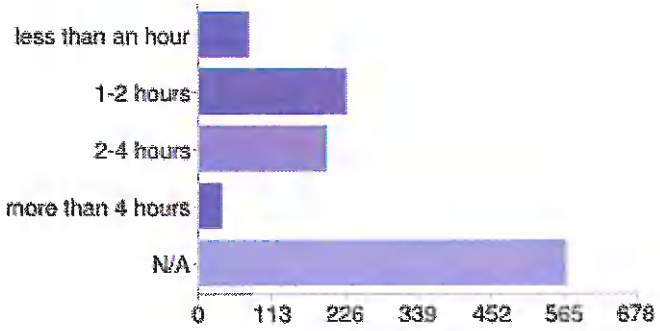
Estimate the amount of time your child(ren) spend using any form of technology on a typical school day (computer, smart phone, texting, television, video, gaming, etc.) - 3-5



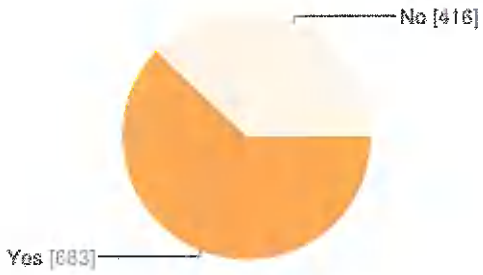
less than an hour	**160**	15%
1-2 hours	**267**	24%
2-4 hours	**121**	11%
more than 4 hours	**9**	1%
N/A	**542**	49%

Estimate the amount of time your child(ren) spend using any form of technology on a typical school day (computer, smart phone, texting, television, video, gaming, etc.) - 6-8

less than an hour	**76**	7%
1-2 hours	**226**	21%
2-4 hours	**196**	18%
more than 4 hours	**34**	3%
N/A	**567**	52%



Would you allow your child(ren) to bring a personal technology device to school for classroom use, if possible?

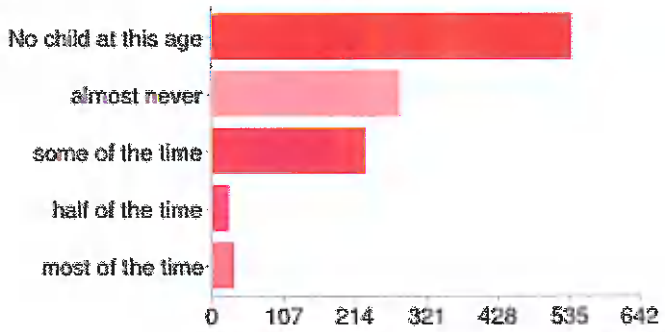


Yes	**683**	62%
No	**416**	38%

In response to the above question, why or why not?

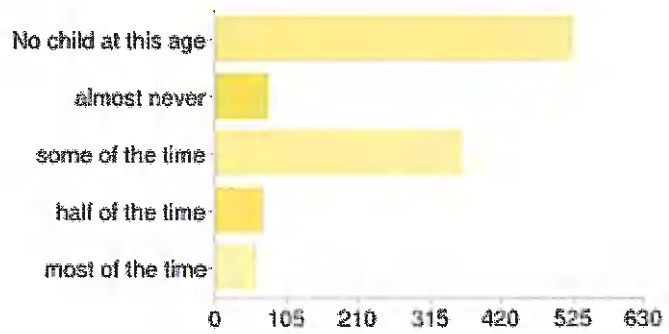
If it's educationally directed and controlled, yes. He is only 5 and may lose the ipad (too expensive!) Not at this age of kindergarden. na I would allow it provided it would enhance the learning experience For fear of loss or breaking Don't have knowledge what it is being used for on a personal level ... as well as due to safety, being stolen, etc. I think it is the direction our world is moving in and it coorelates with learning. If the school would take steps to safeguard their use and keep them secure during the school day, I would be in favor. No turning back technological progress. Make it a c ...

According to what you have seen or what your child tells you, during the past school year, how much did your child use technology for homework? - K-2



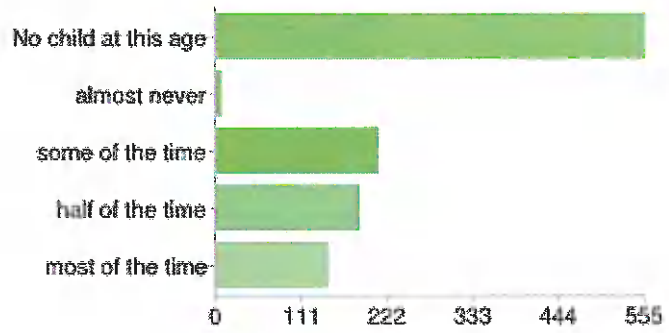
No child at this age	**537**	49%
almost never	**279**	25%
some of the time	**227**	21%
half of the time	**24**	2%
most of the time	**32**	3%

According to what you have seen or what your child tells you, during the past school year, how much did your child use technology for homework? - 3-5



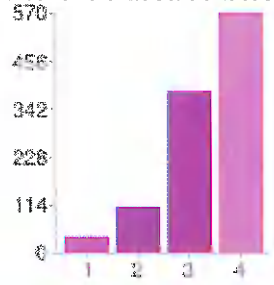
No child at this age	**527**	48%
almost never	**79**	7%
some of the time	**362**	33%
half of the time	**70**	6%
most of the time	**61**	6%

According to what you have seen or what your child tells you, during the past school year, how much did your child use technology for homework? - 6-8



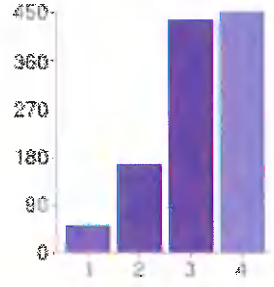
No child at this age	**554**	50%
almost never	**6**	1%
some of the time	**209**	19%
half of the time	**185**	17%
most of the time	**145**	13%

I believe that student technology use should be an EDUCATIONAL priority in District 64.



1 - Strongly disagree	**38**	3%
2	**108**	10%
3	**383**	35%
4 - Strongly agree	**570**	52%

I believe that student technology use should be a FINANCIAL priority in District 64.



1 - Strongly disagree	**51**	5%
2	**163**	15%
3	**435**	40%
4 - Strongly agree	**450**	41%

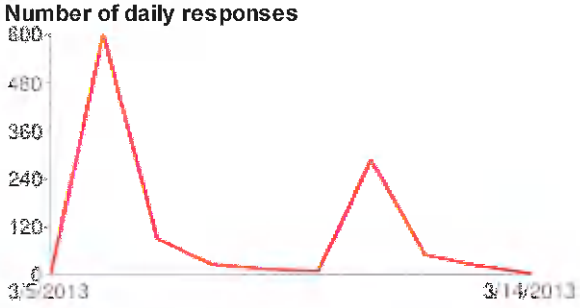
Do you feel that your child(ren) possess(es) age-appropriate skills and knowledge about Internet safety and privacy?

Yes	**751**	68%
No	**348**	32%

Please add any comments that you feel would add benefit to District 64's decision making about technology use in school. We plan to use your survey information to plan for future technology use in District 64.

Think about Chromebooks I think kids should learn to use text books, dictionary, etc. instead of getting distracted by the internet. I think text books online should be a last resort. No comment questionair has problems i dont have a 6-8 grader and its still expecting me to answer 2 questions as though i do How much of our student fee money is being used towards technology expenses, or has this mainly been covered by our PTO generosity? We need to stay ahead of the pack, so I think technology is extremely important. I believe kids need to start typing words and sentences in kindergarten too. May ...

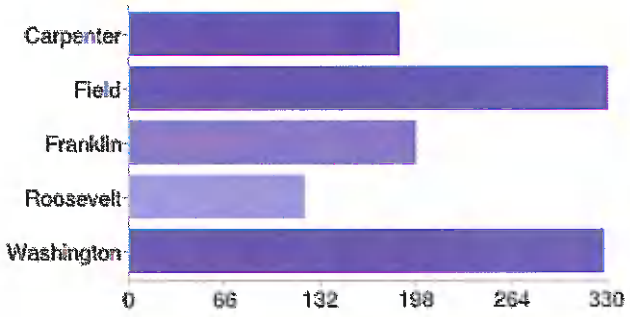
Number of daily responses



1162 responses

Summary See complete responses

Select your school



Carpenter	**186**	16%
Field	**330**	28%
Franklin	**198**	17%
Roosevelt	**121**	10%
Washington	**327**	28%

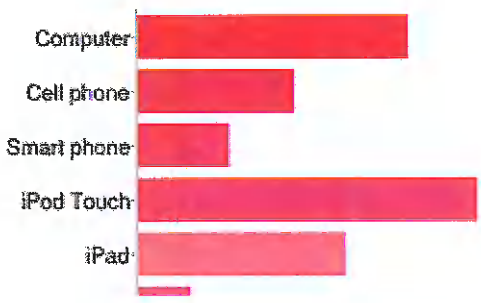
Select your grade level

3rd	**387**	33%
4th	**381**	33%
5th	**394**	34%

Technology at Home

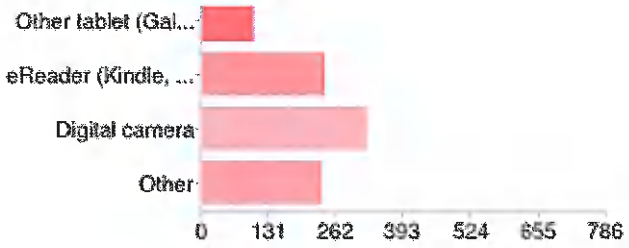
The following questions pertain to how you use technology at home.

Which personal devices belong to you that you use at home?

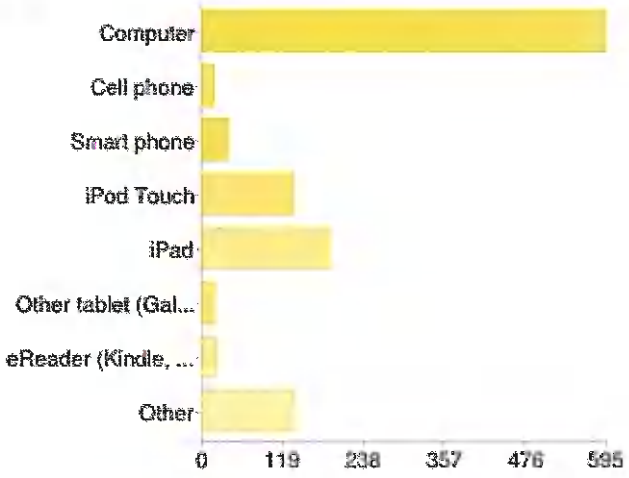


Computer	**522**	45%
Cell phone	**302**	26%
Smart phone	**177**	15%
iPod Touch	**657**	57%
iPad	**401**	35%
Other tablet (Galaxy tab, TabletPC, etc.)	**100**	9%
eReader (Kindle, Nook, etc.)	**239**	21%
Digital camera	**321**	28%
Other	**233**	20%

People may select more than one checkbox, so percentages may add up to more than 100%.



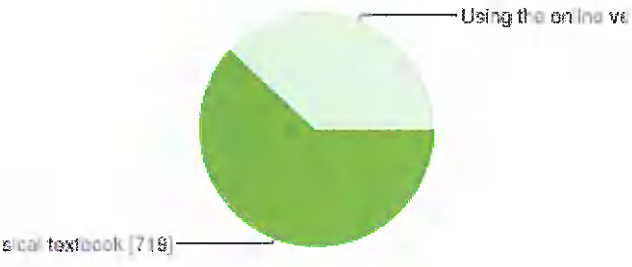
Which personal devices do you use the most at home to complete your homework?



Computer	**594**	51%
Cell phone	**19**	2%
Smart phone	**39**	3%
iPod Touch	**137**	12%
iPad	**190**	16%
Other tablet (Galaxy tab, TabletPC, etc.)	**20**	2%
eReader (Kindle, Nook, etc.)	**24**	2%
Other	**139**	12%

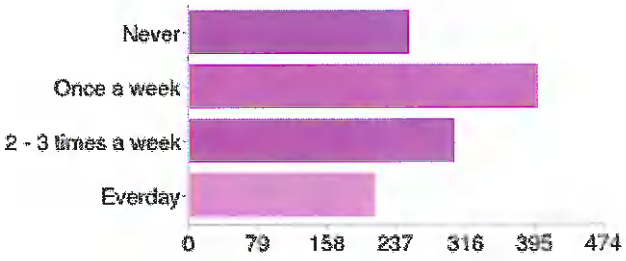
Which do you find easier for doing your schoolwork at home?

Using the physical textbook	**719**	62%
Using the online version of the textbook	**443**	38%

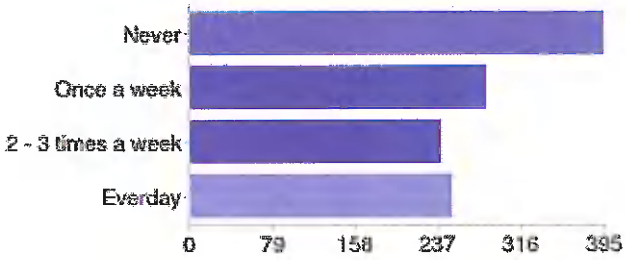


How often do you use your personal device at home to do the following? - Homework

Never	**251**	22%
Once a week	**397**	34%
2 - 3 times a week	**303**	26%
Everday	**211**	18%

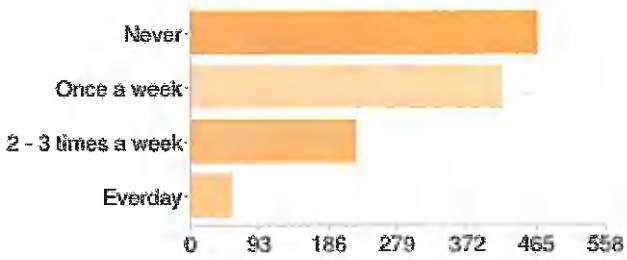


How often do you use your personal device at home to do the following? - Communicate (IM, email, video chat, blog)



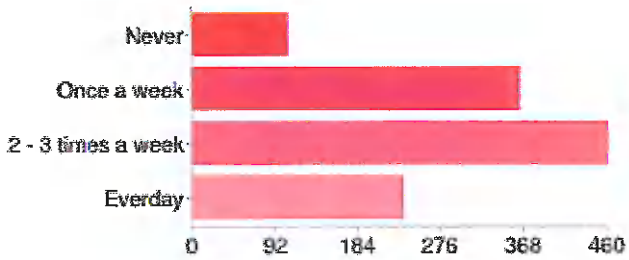
Never	**393**	34%
Once a week	**281**	24%
2 - 3 times a week	**239**	21%
Everday	**249**	21%

How often do you use your personal device at home to do the following? - Create videos, presentations or projects



Never	**466**	40%
Once a week	**419**	36%
2 - 3 times a week	**222**	19%
Everday	**55**	5%

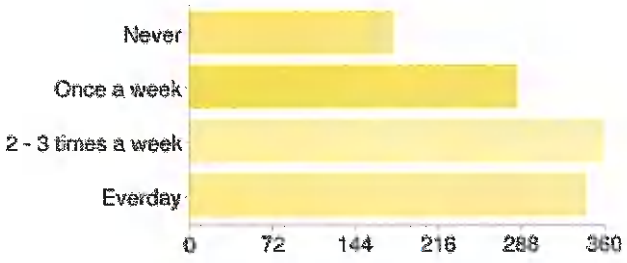
How often do you use your personal device at home to do the following? - Find information



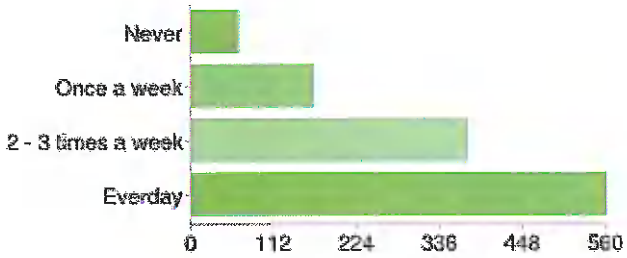
Never	**105**	9%
Once a week	**363**	31%
2 - 3 times a week	**460**	40%
Everday	**234**	20%

How often do you use your personal device at home to do the following? - Watch videos

Never	**176**	15%
Once a week	**284**	24%
2 - 3 times a week	**359**	31%
Everday	**343**	30%

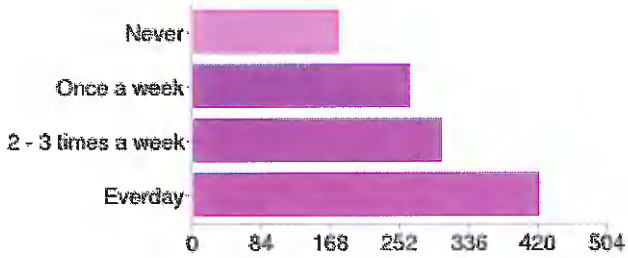


How often do you use your personal device at home to do the following? - Play games



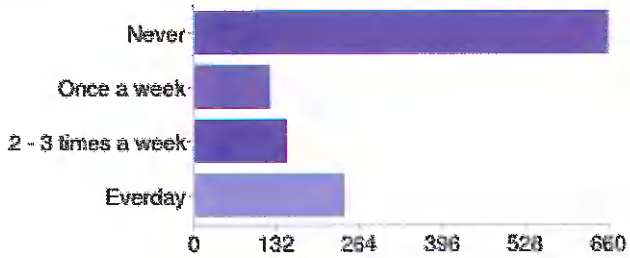
Never	**64**	6%
Once a week	**165**	14%
2 - 3 times a week	**373**	32%
Everday	**560**	48%

How often do you use your personal device at home to do the following? - Listen to music



Never	**177**	15%
Once a week	**262**	23%
2 - 3 times a week	**302**	26%
Everday	**421**	36%

How often do you use your personal device at home to do the following? - Use social media (Facebook, Instagram, Twitter, etc.)



Never	**658**	57%
Once a week	**120**	10%
2 - 3 times a week	**146**	13%
Everday	**238**	20%

If you were allowed to bring your device to school to use in the classroom, would you?

Yes	**880**	76%
No	**282**	24%

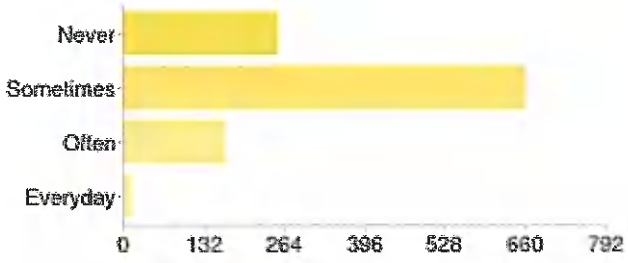
Technology at School

The following questions pertain to how you use technology at school.

How often does your teacher use technology for classroom instruction, such as a computer/iPad and projector, document camera or SMARTboard?

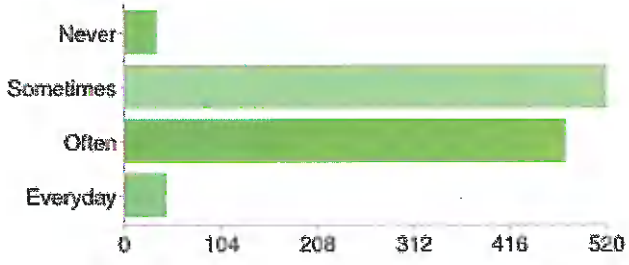
Never	**14**	1%
Once a week	**90**	8%
2 - 3 times a week	**241**	21%
Everyday	**817**	70%

How often do you use a computer or iPad in school to do the following? - Creating videos, presentations or projects



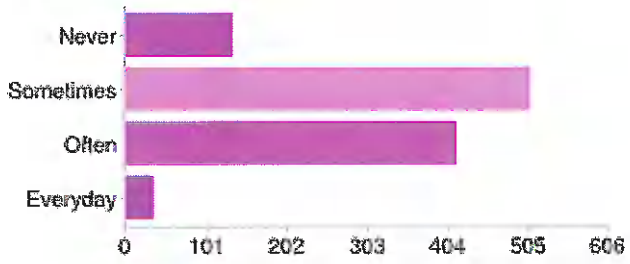
Never	**253**	22%
Sometimes	**661**	57%
Often	**166**	14%
Everyday	**15**	1%

How often do you use a computer or iPad in school to do the following? - Doing research/finding information



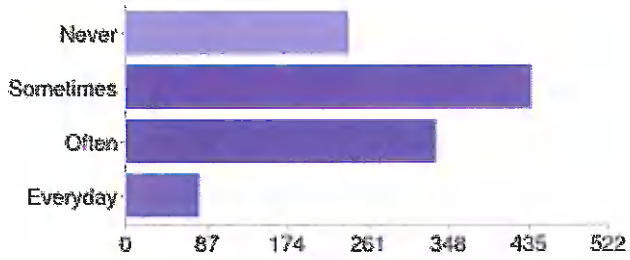
Never	**34**	3%
Sometimes	**519**	45%
Often	**474**	41%
Everyday	**44**	4%

How often do you use a computer or iPad in school to do the following? - Writing reports



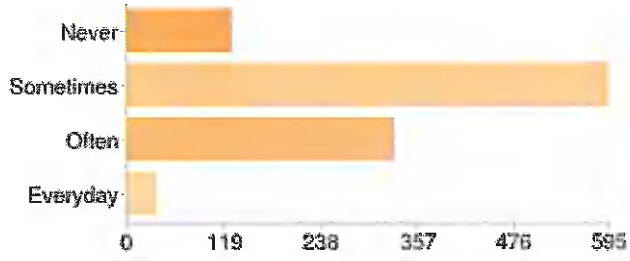
Never	132	11%
Sometimes	506	44%
Often	413	36%
Everyday	33	3%

How often do you use a computer or iPad in school to do the following? - Using Google Apps (drive, sites, etc.)



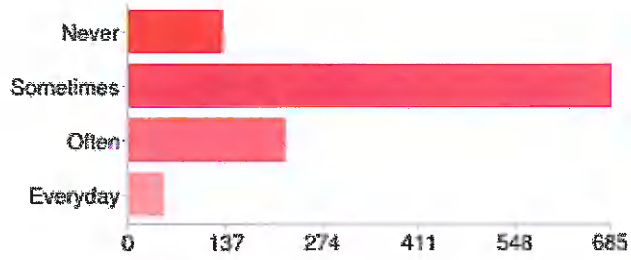
Never	239	21%
Sometimes	437	38%
Often	333	29%
Everyday	77	7%

How often do you use a computer or iPad in school to do the following? - Accessing online resources (study island, edmodo, etc.)



Never	127	11%
Sometimes	593	51%
Often	328	28%
Everyday	35	3%

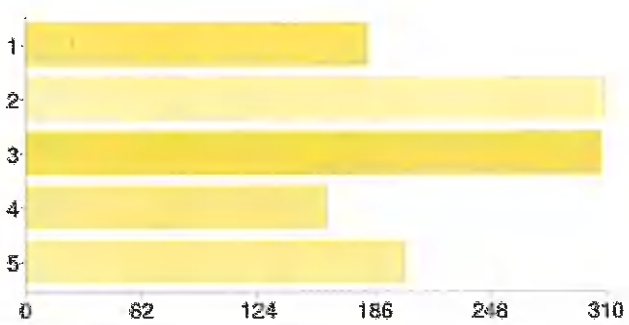
How often do you use a computer or iPad in school to do the following? - Playing educational games



Never	132	11%
Sometimes	685	59%
Often	220	19%
Everyday	48	4%

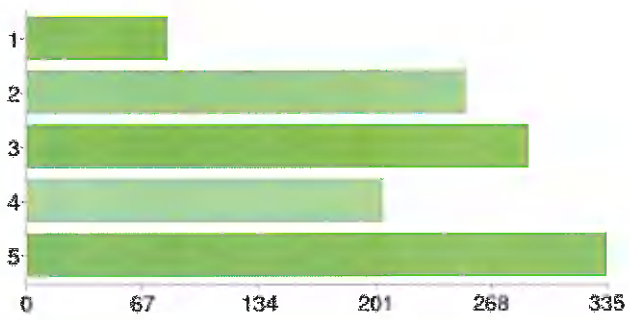
Please rank the use of technology in each of the classes below. - Reading

1	182	16%
2	310	27%



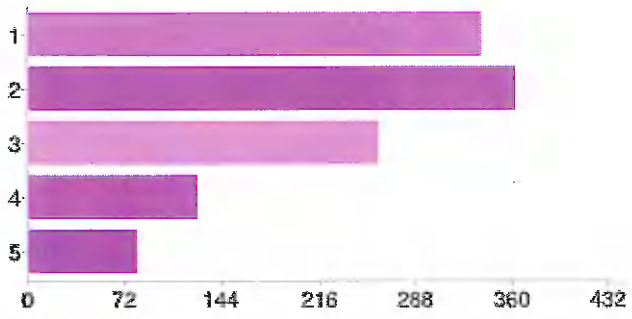
3	307	26%
4	160	14%
5	203	17%

Please rank the use of technology in each of the classes below. - Math



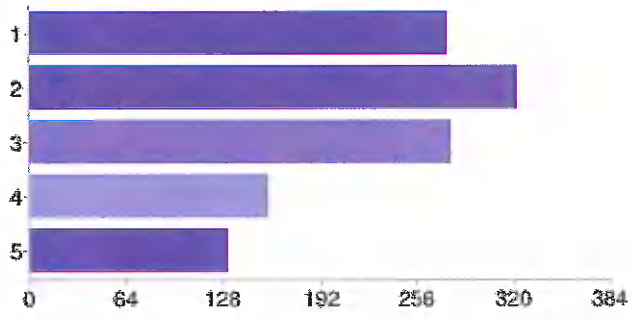
1	81	7%
2	253	22%
3	289	25%
4	205	18%
5	334	29%

Please rank the use of technology in each of the classes below. - Science



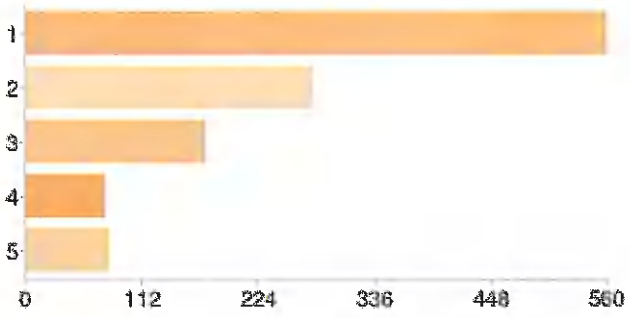
1	336	29%
2	362	31%
3	259	22%
4	125	11%
5	80	7%

Please rank the use of technology in each of the classes below. - Social Studies



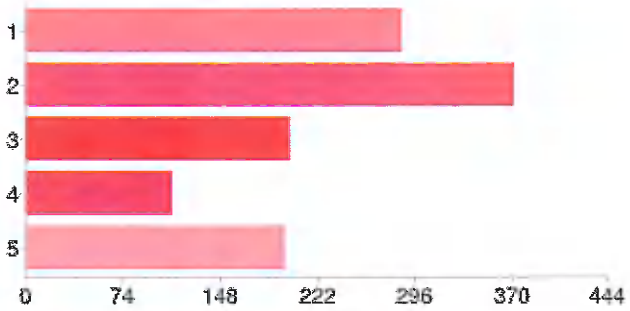
1	275	24%
2	322	28%
3	278	24%
4	157	14%
5	130	11%

Please rank the use of technology in each of the classes below. - Art



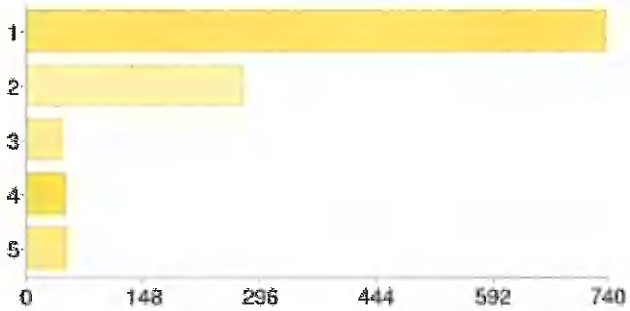
1	559	48%
2	275	24%
3	172	15%
4	76	7%
5	80	7%

Please rank the use of technology in each of the classes below. - Music



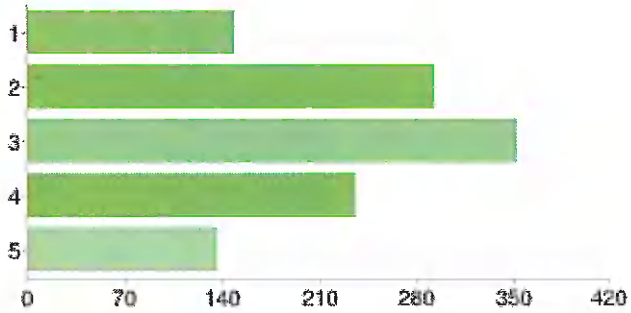
1	285	25%
2	371	32%
3	200	17%
4	110	9%
5	196	17%

Please rank the use of technology in each of the classes below. - PE



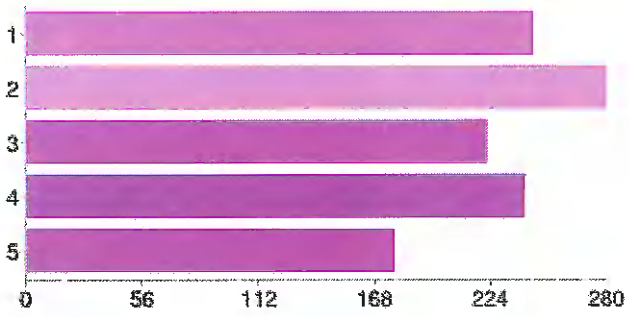
1	738	64%
2	276	24%
3	46	4%
4	50	4%
5	52	4%

Please rank the use of technology in each of the classes below. - Library



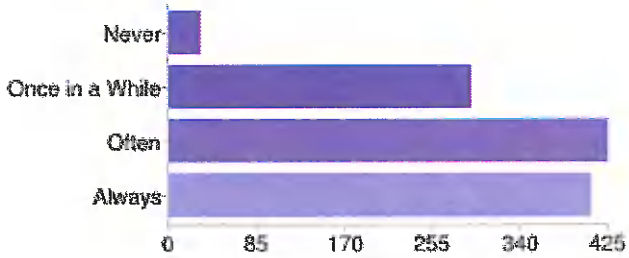
1	148	13%
2	292	25%
3	352	30%
4	235	20%
5	135	12%

Please rank the use of technology in each of the classes below. - Writing



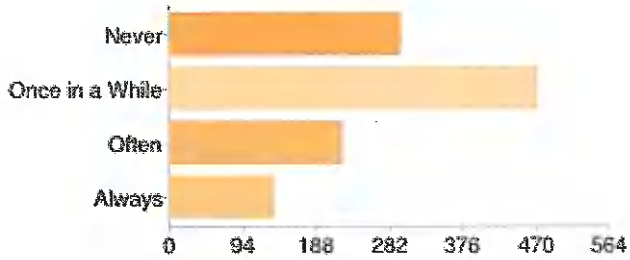
1	**244**	21%
2	**279**	24%
3	**222**	19%
4	**240**	21%
5	**177**	15%

How often are you able to do the following at school? - Be creative



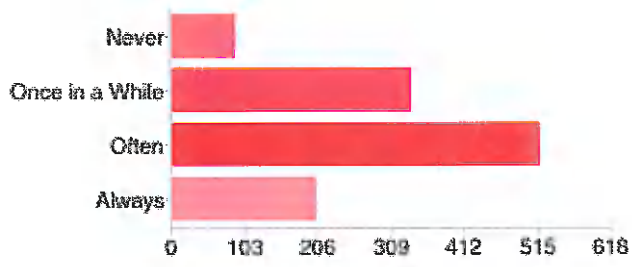
Never	**30**	3%
Once in a While	**292**	25%
Often	**424**	36%
Always	**407**	35%

How often are you able to do the following at school? - Take risks



Never	**296**	25%
Once in a While	**472**	41%
Often	**221**	19%
Always	**132**	11%

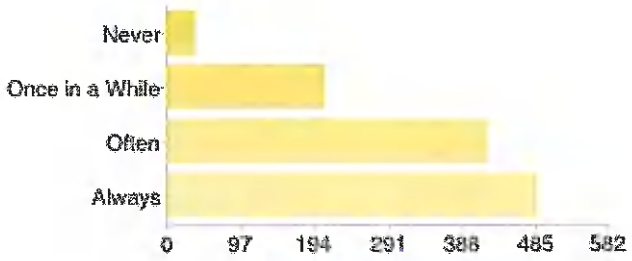
How often are you able to do the following at school? - Collaborate with your peers



Never	**89**	8%
Once in a While	**336**	29%
Often	**516**	44%
Always	**201**	17%

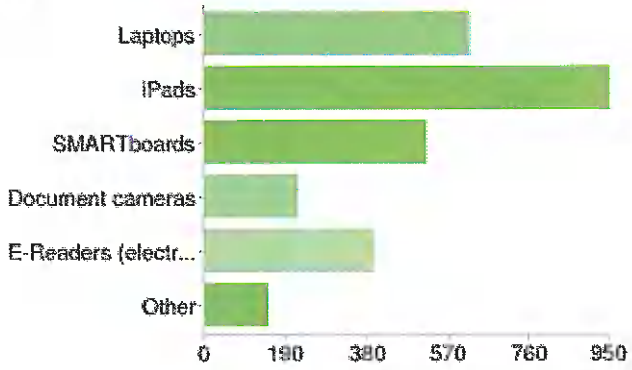
How often are you able to do the following at school? - Problem solve

Never	**37**	3%



Once in a While	**208**	18%
Often	**421**	36%
Always	**487**	42%

What technology would you like to have more access to at school?



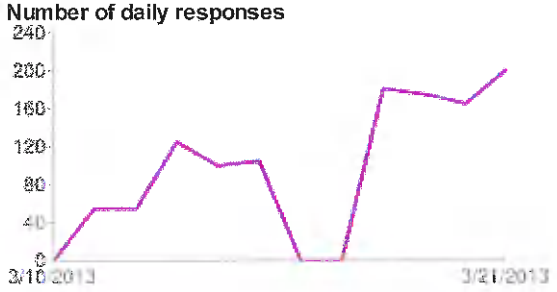
Laptops	**619**	53
iPads	**949**	82
SMARTboards	**516**	44
Document cameras	**218**	19
E-Readers (electronic books to check out from the LRC)	**395**	34
Other	**149**	13

People may select more than one checkbox, so percentages may ad up to more than 100%.

What has been your favorite activity or project in school that has used technology?

my favorite activity was writing stores. writing storys on the computer. kidblog ipads apps fun Putting in posts for kidblog. Word Processing Journalling reading Kidblog witting doing reading log online My favorite project on technology is writhing story's on the computer we do stuff like gams on the smart board kid blog, wed master, math on the SMART BOARD The iPad. i love writing! i also like to do the reading log online. games on iPads When my class made a wordle we used a computer. My favorite activity was when we said what we would do to the White House if we were the president. the computer to pl ...

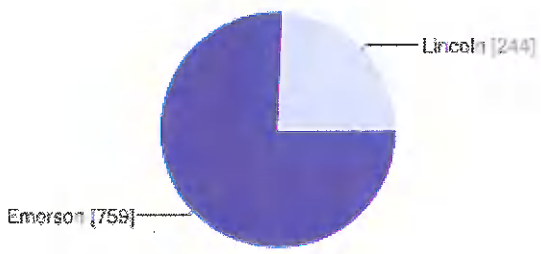
Number of daily responses



1003 responses

Summary See complete responses

Select your school



Emerson	**759**	76%
Lincoln	**244**	24%

Select your grade level

6th	**351**	35%
7th	**366**	36%
8th	**286**	29%

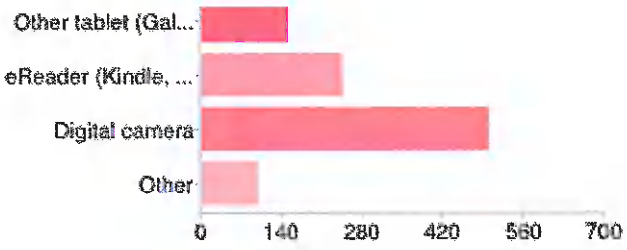
Technology at Home

The following questions pertain to how you use technology at home.

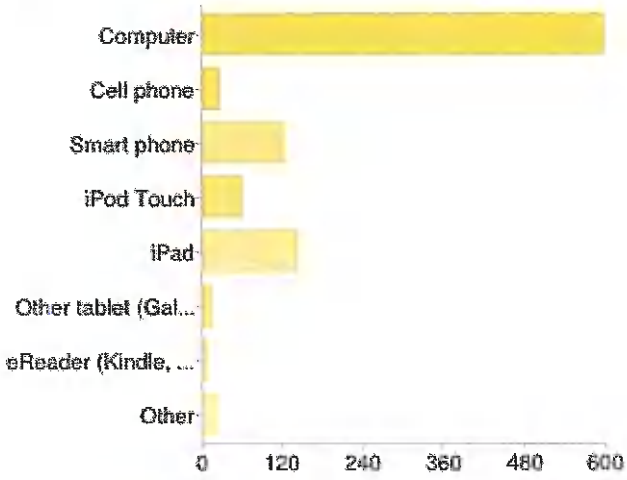
Which personal devices belong to you that you use at home?

Computer	**700**	70%
Cell phone	**584**	58%
Smart phone	**547**	55%
iPod Touch	**604**	60%
iPad	**412**	41%
Other tablet (Galaxy tab, TabletPC, etc.)	**150**	15%
eReader (Kindle, Nook, etc.)	**244**	24%
Digital camera	**499**	50%
Other	**97**	10%

People may select more than one checkbox, so percentages may add up to more than 100%.



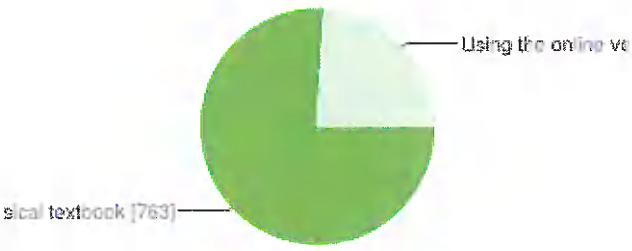
Which personal devices do you use the most at home to complete your homework?



Computer	**598**	60%
Cell phone	**28**	3%
Smart phone	**123**	12%
iPod Touch	**61**	6%
iPad	**145**	14%
Other tablet (Galaxy tab, TabletPC, etc.)	**16**	2%
eReader (Kindle, Nook, etc.)	**9**	1%
Other	**23**	2%

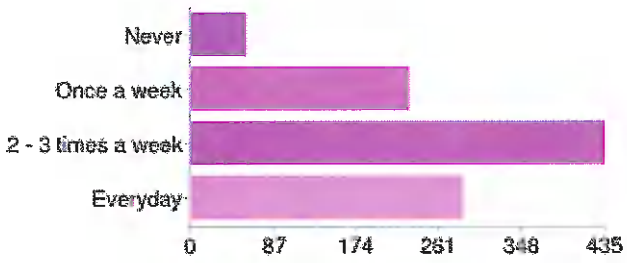
Which do you find easier for doing your schoolwork at home?

Using the physical textbook	**763**	76%
Using the online version of the textbook	**240**	24%

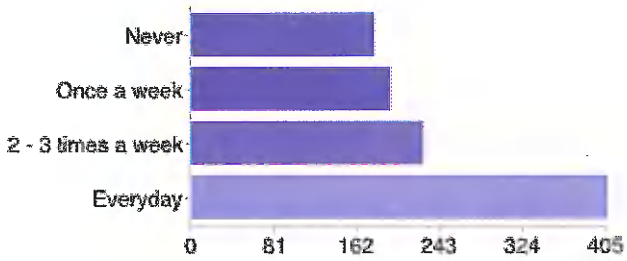


How often do you use your personal device at home to do the following? - Homework

Never	**57**	6%
Once a week	**228**	23%
2 - 3 times a week	**433**	43%
Everyday	**285**	28%

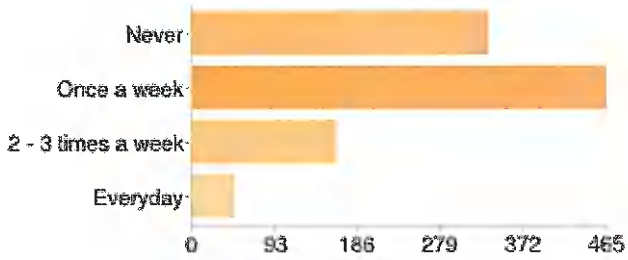


How often do you use your personal device at home to do the following? - Communicate (IM, email, video chat, blog)



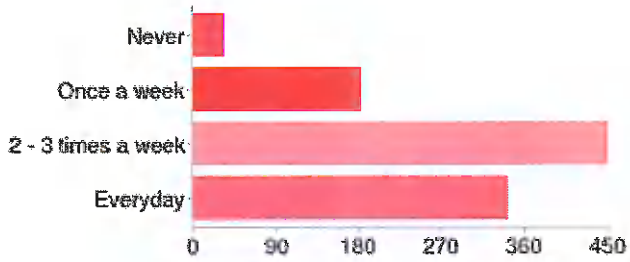
Never	**178**	18%
Once a week	**194**	19%
2 - 3 times a week	**226**	23%
Everyday	**405**	40%

How often do you use your personal device at home to do the following? - Create videos, presentations or projects



Never	**332**	33%
Once a week	**463**	46%
2 - 3 times a week	**161**	16%
Everyday	**47**	5%

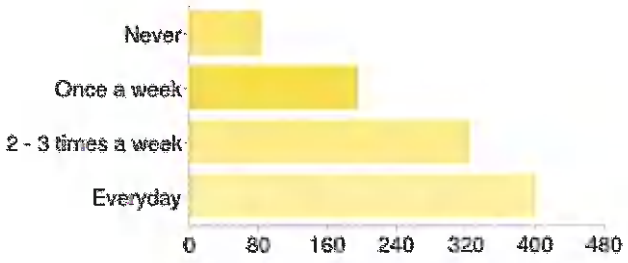
How often do you use your personal device at home to do the following? - Find information



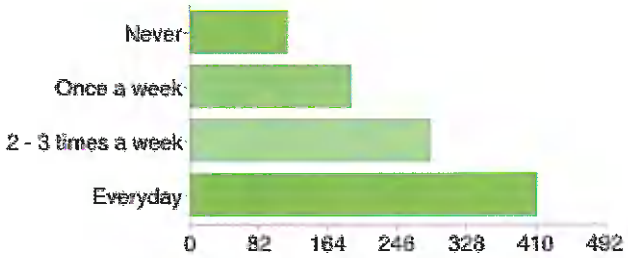
Never	**33**	3%
Once a week	**182**	18%
2 - 3 times a week	**448**	45%
Everyday	**340**	34%

How often do you use your personal device at home to do the following? - Watch videos

Never	**83**	8%
Once a week	**195**	19%
2 - 3 times a week	**324**	32%
Everyday	**401**	40%

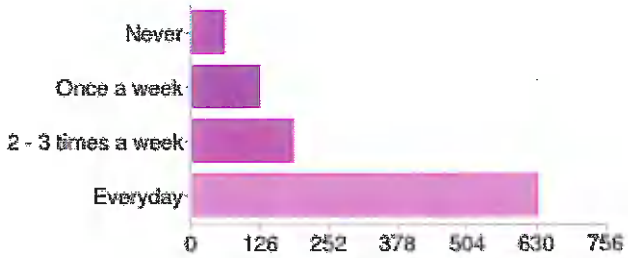


How often do you use your personal device at home to do the following? - Play games



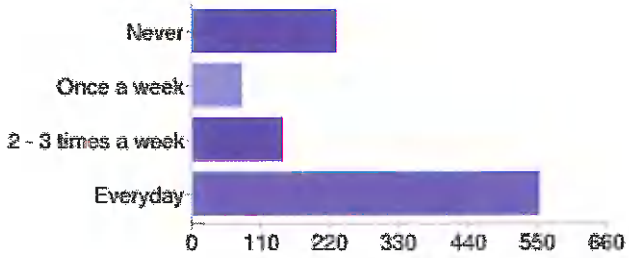
Never	**116**	12%
Once a week	**191**	19%
2 - 3 times a week	**285**	28%
Everyday	**411**	41%

How often do you use your personal device at home to do the following? - Listen to music



Never	**60**	6%
Once a week	**125**	12%
2 - 3 times a week	**186**	19%
Everyday	**632**	63%

How often do you use your personal device at home to do the following? - Use social media (Facebook, Instagram, Twitter, etc.)



Never	**229**	23%
Once a week	**79**	8%
2 - 3 times a week	**143**	14%
Everyday	**552**	55%

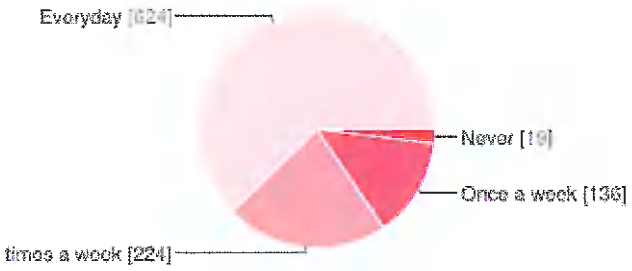
If you were allowed to bring your device to school to use in the classroom, would you?

Yes	**878**	88%
No	**125**	12%

Technology at School

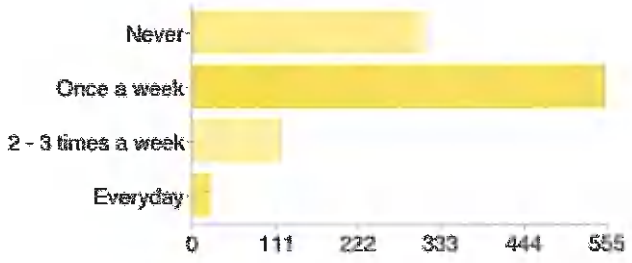
The following questions pertain to how you use technology at school.

How often does your teacher use technology for classroom instruction, such as a computer/iPad and projector, document camera or SMARTboard?



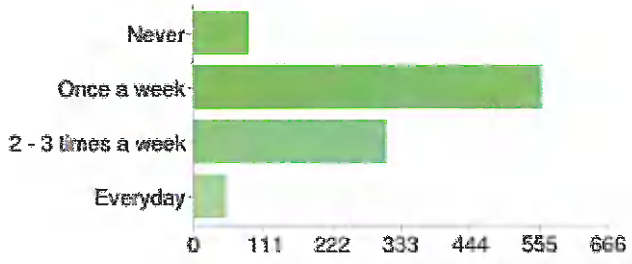
Never	19	2%
Once a week	136	14%
2 - 3 times a week	224	22%
Everyday	624	62%

How often do you use a computer or iPad in school to do the following? - Creating videos, presentations or projects



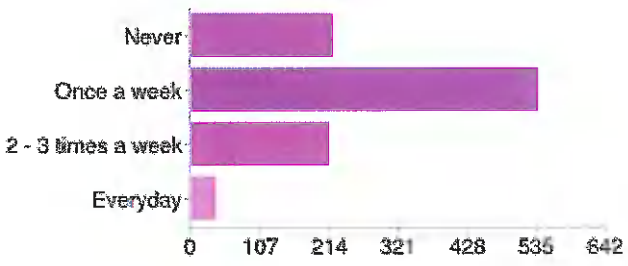
Never	308	31%
Once a week	553	55%
2 - 3 times a week	118	12%
Everyday	24	2%

How often do you use a computer or iPad in school to do the following? - Doing research/finding information



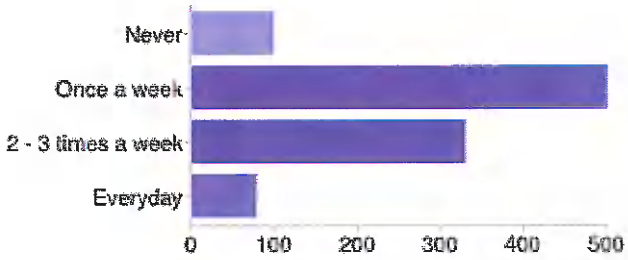
Never	87	9%
Once a week	557	56%
2 - 3 times a week	308	31%
Everyday	51	5%

How often do you use a computer or iPad in school to do the following? - Writing reports



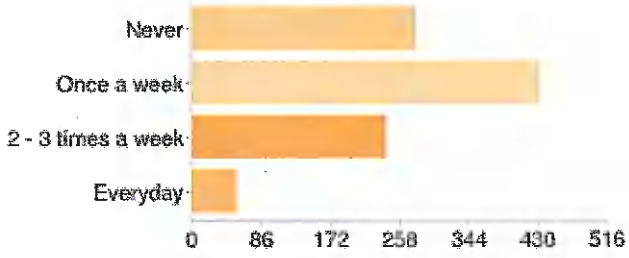
Never	217	22%
Once a week	536	53%
2 - 3 times a week	212	21%
Everyday	38	4%

How often do you use a computer or iPad in school to do the following? - Using Google Apps (drive, sites, etc.)



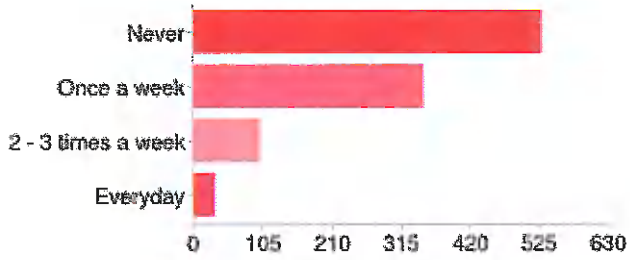
Never	98	10%
Once a week	499	50%
2 - 3 times a week	329	33%
Everyday	77	8%

How often do you use a computer or iPad in school to do the following? - Accessing online resources (study island, edmodo, etc.)



Never	277	28%
Once a week	432	43%
2 - 3 times a week	239	24%
Everyday	55	5%

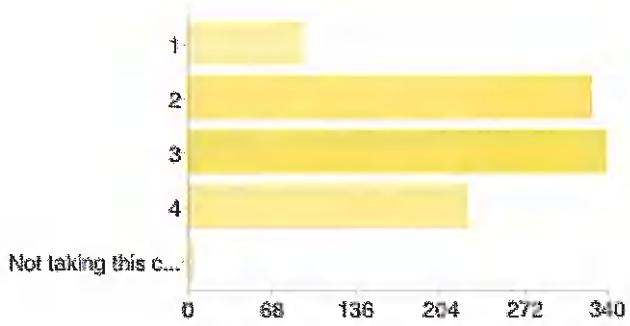
How often do you use a computer or iPad in school to do the following? - Playing educational games



Never	527	53%
Once a week	347	35%
2 - 3 times a week	98	10%
Everyday	31	3%

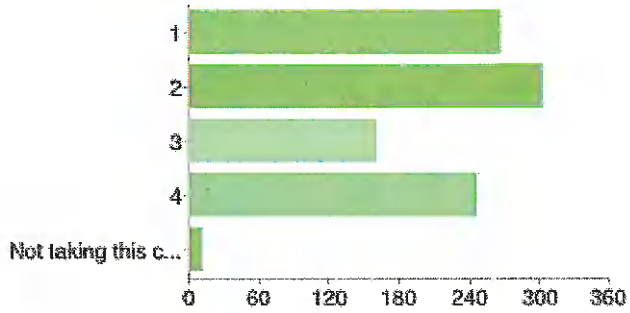
Please rank the use of technology in each of the classes below. - Language Arts

1	94	9%
2	327	33%



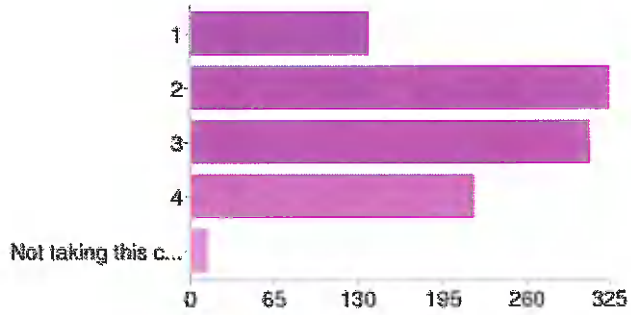
3	339	34%
4	225	22%
Not taking this course	5	0%

Please rank the use of technology in each of the classes below. - Math



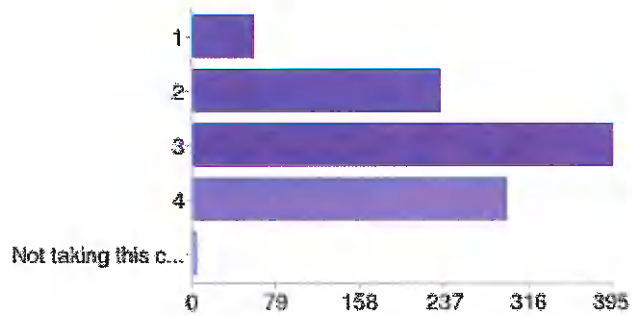
1	266	27%
2	302	30%
3	160	16%
4	245	24%
Not taking this course	10	1%

Please rank the use of technology in each of the classes below. - Science



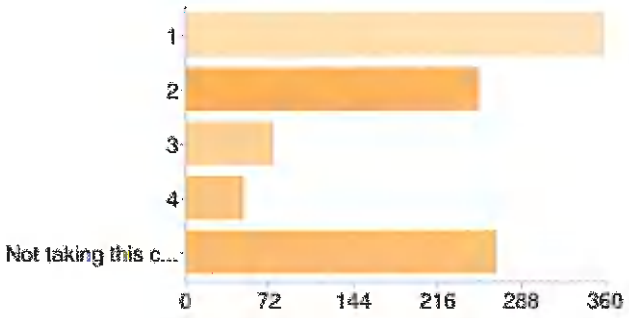
1	137	14%
2	323	32%
3	308	31%
4	218	22%
Not taking this course	12	1%

Please rank the use of technology in each of the classes below. - Social Studies



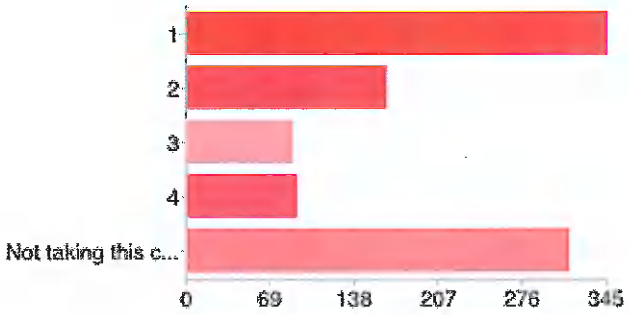
1	58	6%
2	233	23%
3	395	39%
4	295	29%
Not taking this course	4	0%

Please rank the use of technology in each of the classes below. - Art



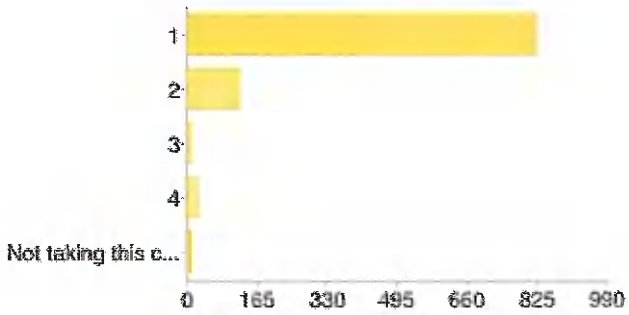
1	**359**	36%
2	**251**	25%
3	**75**	7%
4	**49**	5%
Not taking this course	**266**	27%

Please rank the use of technology in each of the classes below. - Music



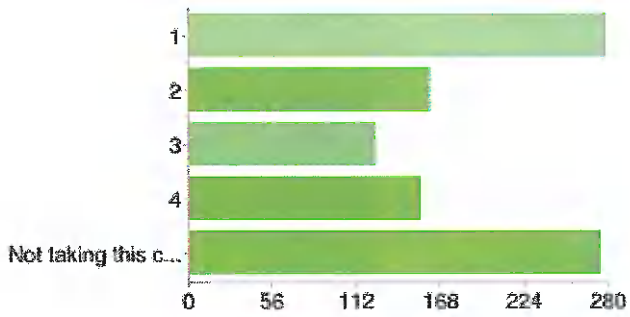
1	**345**	34%
2	**164**	16%
3	**87**	9%
4	**91**	9%
Not taking this course	**314**	31%

Please rank the use of technology in each of the classes below. - PE



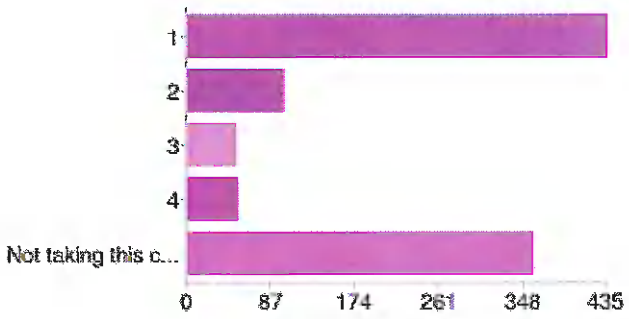
1	**826**	82%
2	**125**	12%
3	**14**	1%
4	**27**	3%
Not taking this course	**9**	1%

Please rank the use of technology in each of the classes below. - Foreign Language



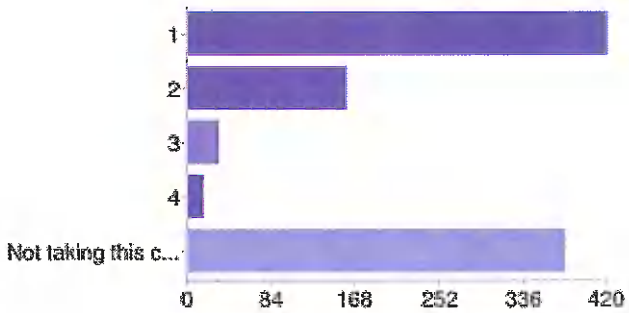
1	**278**	28%
2	**161**	16%
3	**124**	12%
4	**154**	15%
Not taking this course	**274**	27%

Please rank the use of technology in each of the classes below. - Applied Tech (Ind. Tech)



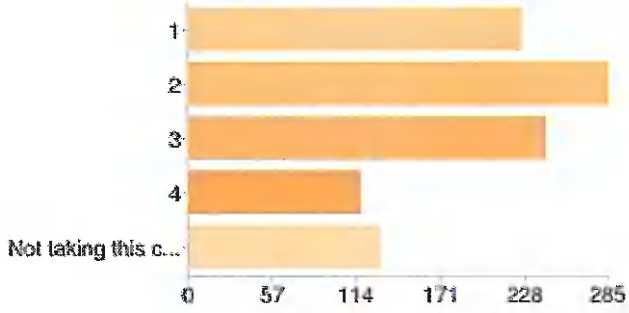
1	**435**	43%
2	**100**	10%
3	**51**	5%
4	**52**	5%
Not taking this course	**358**	36%

Please rank the use of technology in each of the classes below. - Family Consumer Science (FACS, Foods, Sewing, etc.)



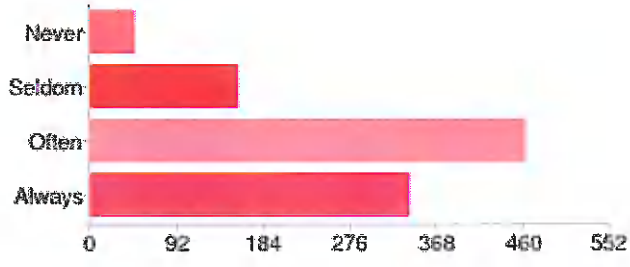
1	**419**	42%
2	**159**	16%
3	**31**	3%
4	**15**	1%
Not taking this course	**377**	38%

Please rank the use of technology in each of the classes below. - Other electives



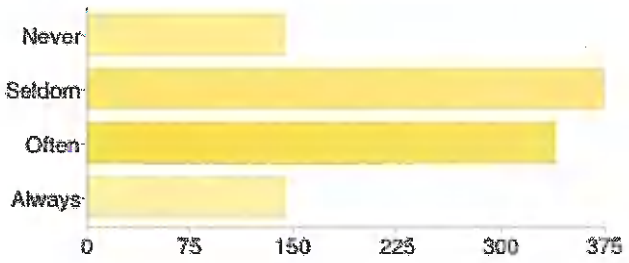
1	**226**	23%
2	**285**	28%
3	**242**	24%
4	**117**	12%
Not taking this course	**130**	13%

How often are you able to do the following at school? - Be creative



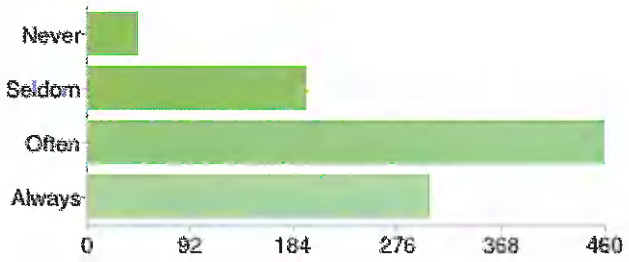
Never	**47**	5%
Seldom	**156**	16%
Often	**461**	46%
Always	**339**	34%

How often are you able to do the following at school? - Take risks



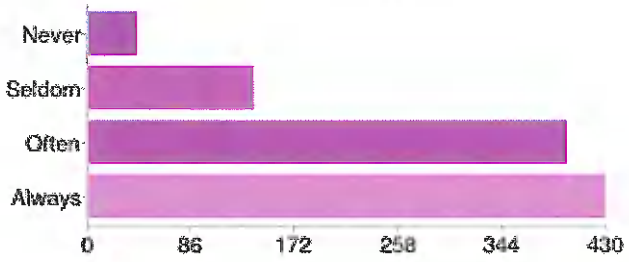
Never	**144**	14%
Seldom	**374**	37%
Often	**340**	34%
Always	**145**	14%

How often are you able to do the following at school? - Collaborate with your peers



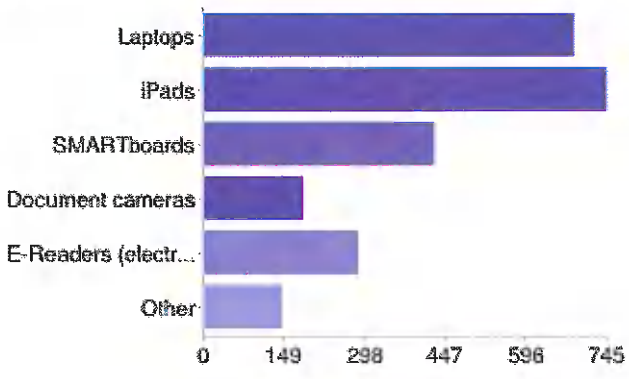
Never	**45**	4%
Seldom	**195**	19%
Often	**458**	46%
Always	**305**	30%

How often are you able to do the following at school? - Problem solve



Never	**40**	4%
Seldom	**138**	14%
Often	**397**	40%
Always	**428**	43%

What technology would you like to have more access to at school?



Laptops	**683**	68
iPads	**743**	74
SMARTboards	**426**	42
Document cameras	**184**	18
E-Readers (electronic books to check out from the LRC)	**285**	28
Other	**145**	14

People may select more than one checkbox, so percentages may ad up to more than 100%.

What has been your favorite activity or project in school that has used technology?

In Exploring the Physical World we had to use laptops to program robots. My favorite project in school that has used technology was my Mulitimedia Magic Trailer on the ipad. Playing games on the SMARTboards. playing games in spfy i liked the project in mariean bio when we had to do the comic posters Computer Math Games Playing games in SPFY on the Smart Board. playing games in spfy electronic frog dissection on iPad playing games in speak for yourself My favorite project that used technology this year was the frog dissection when we used the Ipad for helping us go along with the dissection. In LA we ...