



Harlingen CISD **FAQ** Technology Standards

Level One Standards

Each teacher will:

- Turn in lesson plans electronically (principals approve lesson plan format/substitutions)
Some teachers are using Excel spreadsheets, Word tables, District or campus templates.
- Create and present two presentations using a visual presentation tool (i.e. PowerPoint) (minimum 8 slides) (collaboration encouraged)
Kid Pix studio is also being accepted. Some principals are allowing PowerPoint presentations to be turned in on paper as opposed to trying to view each one.
- Use email
- Use a computerized grading package (i.e. Making the Grade) (substitutions are allowed, i.e. GT, PK, K, music, HOSTS, special education)
Some teachers are using Excel spreadsheets instead of Making the Grade.

Level Two Standards

- Campus staff maintains Level One standards
- Campus has an updated website
At a minimum, this can mean an updated calendar, updated staff directory, and other campus information. Updated simply means that what you have is up to date. You don't have to do any extra work other than what your campus webmaster should be doing anyway.
- Elementary – 2nd and 3rd grade students are practicing keyboarding skills; 4th and 5th grade students turn in at least one word-processing project
Last year, students wrote Santa a letter/eMail – this would equal one word-processed project. Students can also use Kid Pix Studio.
- Middle School – Students use the internet for information literacy skills; students produce at least one visual presentation (i.e. PowerPoint) at 6th, 7th, and 8th grade; students produce at least 3 word-processed papers at 6th, 7th, and 8th grade
Students can use search engines to research information on the Internet.
- High School – students produce at least one visual presentation (i.e. PowerPoint, multimedia) at 9th, 10th, 11th, and 12th grade; students produce at least two word-processed assignments for all subject areas at 9th, 10th, 11th, and 12th grade; and students use Internet for research
Students can use search engines to research information on the Internet.

Level Three Standards

- Campus maintains Level One and Level Two standards
- Teachers post grades and student progress reports online upon parent request
Teachers simply need to attend training on posting grades online and practice the skill during the 1½-hour training session. The District webmaster can post a page to make the process easy for the campus. Each campus will have to identify the process they will implement to ask parents if they want to see grades and progress reports online.
- Each teacher will create and present a lesson using spreadsheet software to analyze information appropriate to grade level. (Substitutions approved by principal) (Collaborative and group projects encouraged)
There are no guidelines in terms of the complexity of the spreadsheet. Teachers should be able to do basic mathematical calculations such as summing a column of numbers and converting the information into a pie or bar chart. An example of a simple spreadsheet would be how many

students got an A, B, C, D, or F on an assignment or how many students were born in the Spring, Summer, Fall and Winter seasons.

- Each teacher will provide and supervise an interactive technology environment, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information.

Virtual field trips are provided by the District on the “What’s Hot” District web site. Teachers can supervise “virtual frog dissection” experiments online, use of online calculators, and student interaction with the SmartBoard. Most of the secondary TI calculators have interactive environments, as well. The key to this standard is “interactive” technology environments.

- Each grade level or department has posted best practices on the campus website (i.e. specific lesson plans, webquests, PowerPoint presentations that teachers have found to be particularly effective)

“Best practices” are just that... a particular way of integrating technology into the classroom that you want to share. The best practices site does not have to be all about technology – although it is encouraged. Some campuses are simply sharing their PowerPoint presentations to assist other campuses. This site should evolve as your campus discovers new best practices.

- Campus participates in a multimedia competition (i.e. Campus level, Academic Olympics, District Competition)

Elementary Academic Olympics was used in 2002-2003 to complete this standard.

Level Four Standards

- Campus maintains Levels One, Two, and Three

- Students use spreadsheet software to analyze information appropriate to grade level for grades 3 – 12 (TEKS Chapter 126)

- Students in grades 3 – 5 use simple spreadsheets to analyze information and then produce a simple pie or bar chart graphic (No formulas or mathematical calculations necessary) (one per grade level). Minimum 4 column and 4 row spreadsheet. (ie. How many students were born in each of the four seasons)

Elementary students do not need to include formulas, they simply need to understand relationships between information organized in columns and rows. In the example above, students might add the total number of students born in each of the four seasons or compare the number of dimes and the number of quarters in a dollar. They could then put this in a pie chart to see the information visually. Essentially, this introduces children to spreadsheets as a way to analyze information.

- Students in grades 6 – 8 use spreadsheets to analyze information and then produce a pie or bar chart graphic (one per grade level). Minimum 6 column and 6 row spreadsheet with formulas to perform simple mathematical calculations. (i.e. Students analyze how many cups of lemonade they would have to sell per week to make a total of \$10, \$20, \$30 per month)

At the middle school level, students should now include simple calculations such as addition and subtraction. For example, a simple formula might add the numbers entered in a row or column and total the information in a separate cell. Students could then manipulate the information in the rows or columns to see how the total changes. Conversions between metric and U.S. measurements would be an ideal use of this standard. The end result should be a representation of the information in a line, bar, or pie chart.

- Students in grades 9 – 12 use spreadsheets to analyze information and then produce line and bar charts that compare and contrast information over time (one per grade level). Minimum of 10 column and 10 row spreadsheet with formulas to perform mathematical calculations. (i.e. Develop a budget for two households to compare incomes and expenses – outcome develops an understanding of money management.)

The difference here is the amount of information to be analyzed. Budgets are an ideal way to understand money management and spreadsheets. For example, if I

spend more on a car payment, I may have to spend less on movies or food.
Creating a chart to compare spending visually is the final outcome.

- Teachers will develop and present interactive visual communication presentations that include audio, video, teacher-generated graphics, and teacher-generated pictures using digital cameras

Four or five years ago, teachers at the elementary level were introduced to Kid Pix Studio. Teachers and students recorded their voices and developed original (teacher/student generated) graphics. Later, during TIF trainings, teachers received digital cameras and generated their own work. All campuses received at least one digital microscope and some teachers have used these microscopes to record video of insects. This standard focuses on interactive visual communications such as the “Jeopardy Game” used by many teachers that have attended training at ITC. Teachers can use downloaded video and audio, but must have teacher-generated graphics and pictures. Teachers can use Word Art (part of Microsoft Office) to generate graphics. They can also take digital pictures with a digital camera or scan pictures taken with a regular camera to include teacher-generated pictures.

Level Five Standards - Draft

- Campus maintains Levels One, Two, Three, and Four
- Students develop interactive visual communication presentations that include audio, video, student-generated graphics, and student-generated pictures using digital cameras for grades 3 – 12 (TEKS Chapter 126)

The key to this standard is the fact that students will need to create these projects and they will need to have some interactive components in the presentation. A linear PowerPoint only includes the ability to go forward and backward, however, an interactive presentation includes the option to skip around from slide to slide (not necessarily in sequential order). An example of this might be a discussion of insects with a title slide that lists spiders, flying insects and insects that live in the ground. The student should be able to click on “spiders” to skip to a slide about spiders with two more buttons available to go elsewhere. The interactive component would allow the presentation to take multiple directions based on the interest of the viewer.

- Students in grades 3 - 5 use microphones to record sounds, take digital pictures, and use student generated graphics to produce an interactive (a single slide must have the option to link to at least 2 other slides... ie. Buttons) visual communication presentation. (Collaboration and group projects encouraged) (One per grade level)
- Students in grades 6 - 8 use microphones to record sounds, take digital pictures, record video, and use student generated graphics to produce an interactive (two slides must have the option to link to at least 2 other slides... ie. Buttons) visual communication presentation. (Collaboration and group projects encouraged) (One per grade level)
- Students in grades 9 - 12 use microphones to record sounds, take digital pictures, record video, and use student generated graphics to produce an interactive (two slides must have the option to link to at least 3 other slides... ie. Buttons) visual communication presentation. (Collaboration and group projects encouraged) (One per grade level)