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ADMINISTRATIVE LAW DIVISION *SH*

WEST VIRGINIA BOARD OF EDUCATION

Capitol Building 6, Room 351
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330

Telephone: 304-558-3660
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November 15, 2006

The Honorable Betty Ireland
Secretary of State
State of West Virginia
Capitol Building 1, Suite 157-K
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Secretary Ireland:

I request that the following rules, filed with your office on ~~December~~ ^{November} 13, 2006, be withdrawn.

126CSR44A, Policy 2520.1, 21st Century Reading and English Language Arts
Content Standards and Objectives for West Virginia Schools

126CSR44B, Policy 2520.2, 21st Century Mathematics Content Standards and
Objectives for West Virginia Schools

126CSR44C, Policy 2520.3, 21st Century Science K-8 Content Standards and
Objectives for West Virginia Schools

126CSR44D, Policy 2520.4, 21st Century Social Studies Content Standards and
Objectives for West Virginia Schools

126CSR44N, Policy 2520.14, 21st Century Learning Skills and Technology Tools
Content Standards and Objectives for West Virginia Schools

Thank you for your attention to this matter.

Sincerely,

Steven L. Paine
State Superintendent of Schools

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 11-15-06 3:50 pm ^{SH}
ADMINISTRATIVE LAW DIVISION

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

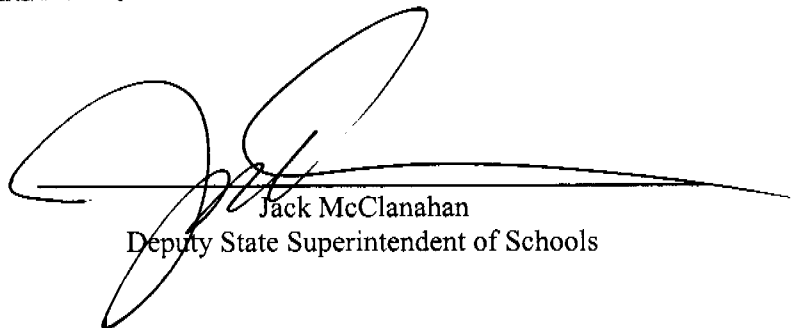
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44N

TITLE OF RULE BEING AMENDED: 21st Century Learning Skills and Technology
Tools Content Standards and Objectives for West Virginia Schools (2520.14)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008


Jack McClanahan
Deputy State Superintendent of Schools

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44N
21st CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS CONTENT
STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.14)**

§126-44N-1. General.

1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.14 defines the content standards (or instructional goals) and objectives for 21st century learning skills and technology tools as required by W.Va. 126CSR42 (Policy 2510).

1.2. Authority. W.Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. - November 15, 2006.

1.4. Effective Date. - July 1, 2008.

1.5. Repeal of Former Rule. This legislative rule repeals and replaces W. Va. 126CSR44N "Technology Content Standards and Objectives for West Virginia Schools (2520.14)" filed May 8, 2003 and effective July 1, 2003.

§126-44N-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in 21st Century Learning Skills and Technology Tools.

3.1. A copy of 21st Century Learning Skills and Technology Tools Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44N-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for PreK-12 21st Century learning skills and technology tools an explanation of terms; and objectives that reflect a rigorous and challenging curriculum.

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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THIS DATE 11/13/06 2:49 PM
ADMINISTRATIVE LAW DIVISION

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

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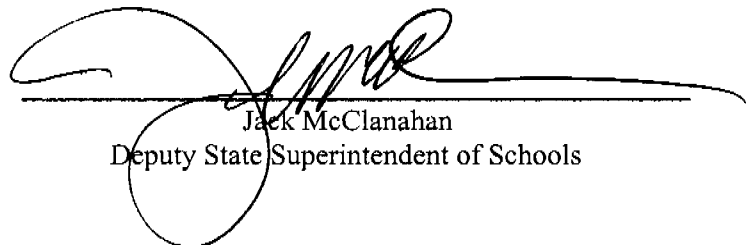
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44N

TITLE OF RULE BEING AMENDED: 21st Century Learning Skills and Technology
Tools Content Standards and Objectives for West Virginia Schools (2520.14)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS December 14, 2006.


Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.14
21st CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS CONTENT STANDARDS
AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board of Education Policy 2520.14: *21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools*

Background: Policies 2520 defines the content standards and objectives for the programs of study required by Policy 2510 and establishes a standardized format for such.

- The original effective date of the policy was July, 1997.
- In October, 2001, a revision of the Policy incorporating the Content Standards and Objectives (CSOs) for Mathematics, Reading and English Language Arts, Science, Social Studies and Technology was presented to the West Virginia Board of Education.
- It was placed on public comment and was approved by the Board on December 13, 2001, to be effective July 1, 2003.
- A second revision incorporating content standards and objectives for adult and technical courses was approved by the Board on July 11, 2002, to be effective July 1, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.14 is being recommended due to the format changes.

The format of the technology CSOs has been redesigned to incorporate both 21st century technology tools and 21st century learning skills, organized by programmatic levels.

- Policy 2520.14 has been revised to:
 - Integrate the 21st century learning skills and 21st century technology tools that West Virginia students will need to be successful in the global marketplace of the 21st century
 - Incorporate higher levels of critical thinking skills and problem solving skills
 - Organize the standards and objectives by programmatic levels: grades PreK-2, grades 3-4, grades 5-8, and grades 9-12.
- Fifteen comments by teachers, community members, and ISTE CEO Don Knezek were received and addressed in the categories of general, summary of content standards and objectives, and 21st Century Learning Skills and Technology Tools.

Impact:

- § Students will be better prepared for success on national assessments, in college and other post-secondary studies, and in the 21st century workplace.
- § Graduating students will acquire a higher level of critical thinking and problem solving skills need for success in post-secondary studies and the workplace of the 21st century.
- § The revised format will better enable West Virginia school principals and staff at each programmatic level the flexibility to design an implementation model.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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SERIES 44N
21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS CONTENT
STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.14)

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1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.14 defines the content standards (or instructional goals) and objectives for 21st century learning skills and technology tools as required by W.Va. 126CSR42 (Policy 2510).

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3.1. A copy of 21st Century Learning Skills and Technology Tools Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44N-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for PreK-12 21st Century learning skills and technology tools an explanation of terms; and objectives that reflect a rigorous and challenging curriculum.

West Virginia Department of Education

State Board Policy 2520.14
21st Century Learning Skills
and Technology Tools

Steven L. Paine
State Superintendent

Foreword

A 21st century curriculum that incorporates learning skills and technology tools is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools. The West Virginia Standards for 21st Century Learning includes 21st century *content* standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging learning skills and technology tools curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions, played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of educational technology. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.14 is organized around two of the major components of a standards-based curriculum: learning standards and instructional objectives. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying programmatic-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*.

In combination, the use of learning standards and instructional objectives become a comprehensive guide for delivering a rigorous and relevant learning skills and technology tools curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area codes are LS for Learning Skills and TT for Technology Tools,
- the letter S, for Standard,
- the programmatic level, and
- the standard number.

Illustration: 21C.S.PK-2.1 refers to PreK-2 content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (LS for Learning Skills; TT for Technology Tools),
- the letter O is for Objective,
- the programmatic level,
- the number of the content standard addressed, and
- the objective number.

Illustration: 21C.O.3-4.1.TT2 refers to technology tools objective for grades 3-4 that addresses standard #1 in 21st Century Learning Skills and Technology Tools, and is the second objective listed under that standard.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.14 is available on the Web, each standard and each objective will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.14 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.14 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.14 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.14 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for fifth grade learning skills and technology tools standard #2 will be "200302.21C.S.5-8.2"

Abbreviations

Content Areas

LS Learning Skills
TT Technology Tools

Other Abbreviations

O Objective
S Standard (Content Standard)
PreK-2 Grades from PreK through 2
3-4 Grades 3 and 4
5-8 Grades 5 through 8
9-12 Grades 9 through 12

West Virginia Standards for 21st Century Learning

Information and communication technology (ICT) literacy is the ability to use technology to develop 21st century context knowledge and learning skills, in the support of 21st century teaching and learning. In a digital world, students need to learn to use the tools that are essential to everyday life and workplace productivity. The *West Virginia Standards for 21st Century Learning* integrate 21st century learning skills and 21st century technology tools into three standards: Standard 1 – Information and Communication Skills; Standard 2 – Thinking and Reasoning Skills; and Standard 3 – Personal and Workplace Skills. These three standards reflect the content found in the six national standards published by the International Society for Technology in Education (ISTE):

- Basic operations and concepts
- Social, ethical and human issues
- Technology productivity tools
- Technology communication tools
- Technology research tools
- Technology problem-solving and decision-making tools

Important 21st century technology tools include information and communication technologies such as computers, networking and other technologies (e.g. probes/sensors and accelerometers, ipods, interactive white boards, etc.); audio, video, multimedia and other digital tools; access to online learning communities and resources; aligned digital content software and adequate hardware for all students; and educators with appropriate technology support systems.

The mix of technology tools will change and evolve rapidly in the future. Today's technology may be obsolete tomorrow. It is impossible to predict the tools that will be essential for learning and working in the years to come. That is why it is important for people to acquire learning skills that will enable them to use next-generation technology and why business people and educators need to continue to collaborate so schools will stay abreast of new technology. By moving beyond the development of foundational skills in technology to the development of ICT literacy skills, we will prepare our students to be productive in the classroom and the workplace.

In order to prepare our students to be successful students today and productive workers tomorrow, West Virginia teachers are responsible for integrating the learning skills and technology tools found in the *Standards for 21st Century Learning* appropriately into the learning environment. The three standards and related objectives are organized by programmatic levels, grades PreK-2; grades 3-4; grades 5-8; and grades 9-12. The intent is to provide the school principal and staff the flexibility to collaboratively design a model of implementation at each programmatic level that will afford all students to develop proficiency in each of the three standards.

West Virginia Standards for 21st Century Learning 21st Century Learning Skills and Technology Tools

PK-2 Standards for 21st Century Learning

Upon completion of the second grade the student will be able to work cooperatively and productively with others in small groups and use age-appropriate instructional rubrics and other tools to assess performance related to the learning goal. The student will practice correct keyboarding and proper care of computer software and hardware, create text using word processing software and use email to send messages. The student will use an Internet browser to access websites, developmentally appropriate technology resources to locate information for assignments, presentation software to explain and communicate information and drawing or paint software to create a picture.

PK-2 Standard	Standards for 21 st Century Learning Skills and Technology Tools
21C.S.PK-2.1	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

PK-2 Standard	Standards for 21 st Century Learning Skills and Technology Tools
21C.O.PK-2.1.LS1	Student uses text, people and electronic resources (e.g. interactive books, educational software, CD-ROMs, elementary multimedia encyclopedias and search engines) to locate information for classroom assignments and is able to identify the author and purpose for each source located.
21C.O.PK-2.1.TT1	Student uses keyboard and mouse to enter name and User ID, types sentences and follows on-screen prompts to successfully operate computers. Student uses printers, audiotapes, and other technologies. Student names common technologies (e.g., CD player, DVD player, video camera, cell phone).

<p>21C.O.PK-2.1.LS2</p>	<p>Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.</p>	<p>21C.O.PK-2.1.TT2</p>	<p>Student demonstrates correct keyboarding posture and correct hand and finger placement for the home row, knows how to use keyboard to create lower and upper case letters, knows how to locate and use the letters, numbers and special keys (e.g., enter, space bar, arrow keys, delete, shift, punctuation keys, number keys, left and right hand position), knows how to use a mouse to point and click, place cursor at a specified location, click and drag, and right click.</p>
<p>21C.O.PK-2.1.LS3</p>	<p>Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.</p>	<p>21C.O.PK-2.1.TT3</p>	<p>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</p>
		<p>21C.O.PK-2.1.TT4</p>	<p>Student uses electronic drawing and paint programs to create graphics. Student participates in a group to locate and create pictures, clip art, graphs, tables and other appropriate objects and to insert into documents and presentations.</p>
		<p>21C.O.PK-2.1.TT5</p>	<p>Student creates text, types words and sentences, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</p>
		<p>21C.O.PK-2.1.TT6</p>	<p>Student, working in a teacher-led whole group project, enters simple data into a spreadsheet and creates graphs electronically (i.e., use of chart wizard).</p>

<p>21C.O.PK-2.1.TT7</p>	<p>Student, working in a teacher-led whole group project, uses presentation software to illustrate concepts and communicate ideas.</p>
<p>21C.O.PK-2.1.TT8</p>	<p>Student, working in a teacher-led whole group project, uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find information for classroom assignments.</p>
<p>21C.O.PK-2.1.TT9</p>	<p>Student identifies the Internet and email as tools to locate information and communicate. Student, with assistance from teachers or student partners, views identified Internet sites and uses email to read and send messages to other students, teachers, and online experts.</p>
<p>21C.O.PK-2.1.TT10</p>	<p>Student begins to locate information in a variety of developmentally appropriate technology resources (e.g., interactive books, educational software, CD-ROMs, elementary multi-media encyclopedias and web-based search engines) to support classroom assignments.</p>

<p>PK-2 Standard</p>	<p>21C.S.PK-2.2</p>	<p>The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</p>
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<p>21C.O.PK-2.2.TT1</p>		
<p>Student engages with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria.</p>	<p>21C.O.PK-2.2.LS1</p>	<p>Student identifies procedures for caring for and using developmentally appropriate technologies (e.g., computers, CD/DVD players, videotapes, diskettes, CD-ROMs, remote controls).</p>
<p>Student identifies parts of a system and explains how those parts interact with one another.</p>	<p>21C.O.PK-2.2.LS2</p>	<p>Student collaborates with classmates, families and others using telecommunications (e.g., class electronic pen pal projects, children's online message boards, e-cards, ask an expert online).</p>
<p>Student engages in a problem solving process using objects to solve problems and demonstrates learning by explaining how they solved the problem.</p>	<p>21C.O.PK-2.2.LS3</p>	<p>Student identifies different purposes among software applications (e.g., puzzles, writing tools, graphing tools, concept mapping tools). Student selects technology tools and software to solve problems (e.g., presentation software to explain and communicate information, drawing or paint software to make a picture, email software to send messages, Internet browser to access websites, and word processing software to write a story).</p>
<p>Student engages in discovery, exploration and experimentation to reach unexpected answers. Student makes unusual associations and provides a variety of solutions to problems.</p>	<p>21C.O.PK-2.2.LS4</p>	<p>Student identifies how technology could be used to solve problems in our everyday world.</p>

<p>PK-2 Standard</p>	<p>Standards for 21st Century Learning Standard 2: Personal and Workforce Skills The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>
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<p>PK-2 Learning Skills Objectives</p>	
<p>21C.O.PK-2.3.LS1</p>	<p>Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups.</p>
<p>21C.O.PK-2.3.LS2</p>	<p>Student demonstrates ability to assume different roles and responsibilities as assigned by the teacher and abandons ineffective strategies when introduced to more effective strategies for solving a problem or completing a task.</p>
<p>21C.O.PK-2.3.LS3</p>	<p>Student understands the defined learning goal and uses age-appropriate instructional rubrics and tools to assess his/her performance in meeting the goal within the timeline established by the teacher.</p>
<p>21C.O.PK-2.3.LS4</p>	<p>Student knows the difference between right and wrong, is accepting of others in work and play groups, and shows regard for peers and adults within the school by keeping work, play and public areas clean and organized.</p>
<p>21C.O.PK-2.3.LS5</p>	<p>Student uses clearly defined teacher directions and interpersonal skills to move others toward the goal.</p>
<p>21C.O.PK-2.3.TT1</p>	
<p>21C.O.PK-2.3.TT2</p>	<p>Student identifies and practices the responsible use of technology systems and software.</p>
<p>21C.O.PK-2.3.TT3</p>	<p>Student discusses with the teacher how the Internet can be a source of information.</p>
<p>21C.O.PK-2.3.TT4</p>	<p>Student identifies how technology is commonly used in homes, community, and other environments.</p>
<p>21C.O.PK-2.3.TT5</p>	<p>Student discusses the requirements of acceptable use policies (AUP). Student recognizes and gives examples of an individual's right of ownership to computer-generated work.</p>
<p>21C.O.PK-2.3.TT5</p>	<p>Student demonstrates positive social and ethical behaviors when using technology. Student identifies appropriate and inappropriate use of computers and describes how to work collaboratively with others when using technology at home or in school.</p>

21C.0.PK-2.3.LS6		21C.O.PK-2.3.TT6	
Learning Skill Objective		Technology Application	
21C.O.PK-2.3.LS6	Student focuses on a project goal, and with teacher guidance, frames appropriate questions related to the goal, considers possible courses of action, selects a plan of action and completes the project.	21C.O.PK-2.3.TT6	Student discusses how technology is used in the classroom, during leisure time, and for communication with others.
		21C.O.PK-2.3.TT7	Student participates in teacher-led discussion about Internet safety and the importance of protecting identity on-line, in email, and/or websites, and of limiting distribution of information and pictures.

West Virginia Standards for 21st Century Learning

Grade 3-4 Standards for 21st Century Learning

Upon completion of the fourth grade the student will work productively in a group setting and demonstrate flexibility in assuming different roles and responsibilities. The student will engage in a problem solving process that promotes questioning, investigating and finding solutions and will begin to select appropriate tools for problem solving, self-directed learning and extended learning activities. The fourth grade student understands the meaning of acceptable use, protects online identity and demonstrates personal responsibility in the use of technology. The student continues to expand the use of word processing software, begins to use a spreadsheet to perform calculations, understands the functionality of a database and creates a simple multimedia project. Students use technology tools in a collaborative setting to generate products, create ideas, and to communicate effectively.

3-4 Standard 21C.S.3-4.1	Standards for 21 st Century Learning Standard 1: Information and Communication Skills	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.
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3-4 Learning Skills Objectives		Technology Skills Objectives
21C.O.3-4.1.LS1	Student identifies information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information from a variety of media sources, and uses this information to create an effective presentation.	21C.O.3-4.1.TT1 Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer.

Learning Skills Objectives		Technology Skills Objectives	
21C.O.3-4.1.LS2	Student accurately interprets symbols and visuals and can distinguish fact from opinion when presented with visuals through various media; student uses his/her knowledge to construct new knowledge and communicate information.	21C.O.3-4.1.TT2	Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.
21C.O.3-4.1.LS3	Student, cognizant of audience and purpose, articulates thoughts and ideas accurately and effectively through oral, written or multimedia communications.	21C.O.3-4.1.TT3	Student uses menu options in software applications to create documents, simple spreadsheets and presentations and to save files to various locations (e.g., USB drive, diskette, hard drive, server). Student begins to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders.
		21C.O.3-4.1.TT4	Student finds, imports, inserts, and resizes or moves pictures, images and charts in word processing documents, spreadsheets, presentations and other electronic templates.
		21C.O.3-4.1.TT5	Student uses word processing software to create and format a document (e.g., paragraphs, tabs, page justification, margins, spell check, grammar check, word count, insert page breaks, page numbers), uses Edit menu to cut, copy, paste, change font type, size and color, select and highlight text, and other common editing features.
		21C.O.3-4.1.TT6	Student enters data into a spreadsheet, performs simple calculations (e.g., Sum, Average), aligns data (e.g., left, right, center justification), applies different formats (e.g., number format, currency format, general format), and creates simple graphs and charts using the chart wizard.

Learning Skills Objectives

Technology Objectives

<p>21C.O.3-4.1.TT7</p>	<p>Student creates a presentation of at least four to six slides. Student inserts slides and chooses backgrounds, fonts, and slide layouts. Student understands and uses different formats for viewing (e.g., slide sorter menu, slide show menu, normal view).</p>
<p>21C.O.3-4.1.TT8</p>	<p>Student uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find, sort and interpret information for classroom assignments.</p>
<p>21C.O.3-4.1.TT9</p>	<p>Student participates in several curriculum-based telecommunications projects as class activities (e.g., web quests, ask an expert, collaborative email projects, online discussions). Student uses telecommunications efficiently and effectively to access remote information and communicate with audiences.</p>
<p>21C.O.3-4.1.TT10</p>	<p>Student selects and uses appropriate software, other technologies, and grade level appropriate search engines to locate and acquire information from electronic resources (e.g., interactive books, multi-media encyclopedias, Internet sites). Student evaluates information found for content and usefulness.</p>

3-4	Standards for 21 st Century Learning
21C.S.3-4.2	Standard 3: Thinking and Reasoning Skills
	The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

3-4		Technology Tools Objectives	
Learning Skills Objectives			
21C.O.3-4.2.LS1	Student engages, with teacher assistance, in a critical thinking process that synthesizes knowledge and ideas.	21C.O.3-4.2.TT1	Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).
21C.O.3-4.2.LS2	Student identifies parts of a system and explains how those parts interact with one another.	21C.O.3-4.2.TT2	Student collaborates with peers, experts and others using telecommunications and online resources (e.g., e-mail, online discussions) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
21C.O.3-4.2.LS3	Student engages in a problem solving process that promotes questioning, planning investigations and finding answers and solutions.	21C.O.3-4.2.TT3	Student uses technology tools (e.g., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products for audiences inside and outside the classroom.
21C.O.3-4.2.LS4	Student generates ideas for solutions to problems and asks questions in order to create unusual, unique or clever products. Student begins to cognitively recognize the skills of adapting, improving, modifying, and expanding existing thoughts or ideas to create products.	21C.O.3-4.2.TT4	Student uses technology tools (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

<p>21C.S.3-4.3</p>	<p>Standards for 21st Century Learning Standard 3. Personal and Workplace Skills The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>
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<p>Learning Skills Objectives</p>		<p>Technology Tools Objectives</p>	
<p>21C.O.3-4.3.LS1</p>	<p>Student manages and preempts negative emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings.</p>	<p>21C.O.3-4.3.TT1</p>	<p>Student practices responsible use of technology systems. Student identifies the consequences of viruses, vandalism and inappropriate use of hardware and software.</p>
<p>21C.O.3-4.3.LS2</p>	<p>Student is flexible in assuming various roles and responsibilities in the classroom and the school, and with minimal assistance, considers alternative methods, solutions and perspectives to solving a problem or completing a task.</p>	<p>21C.O.3-4.3.TT2</p>	<p>Student evaluates bookmarked Internet sites or teacher-directed sites for relevance to curriculum tasks.</p>
<p>21C.O.3-4.3.LS3</p>	<p>Student engages in the goal setting process, and with guidance, demonstrates ability to change focus and direction or use different strategies, while using instructional rubrics and other tools to monitor and evaluate his/her performance.</p>	<p>21C.O.3-4.3.TT3</p>	<p>Student identifies and describes the impact of technology on homes, school and business environments. Student identifies how technology supports individual and group work and assistance for students with disabilities.</p>
<p>21C.O.3-4.3.LS4</p>	<p>Student appreciates, accepts and works cooperatively with others, in both academic and social contexts, shares responsibility for continued improvement of the academic performance and climate of the school, and exhibits ethical behavior while working alone or communicating with others.</p>	<p>21C.O.3-4.3.TT4</p>	<p>Student complies with county acceptable use policy. Student identifies the need for acceptable use policies (AUP), discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use, and begins to cite sources for information found through electronic searches.</p>
<p>21C.O.3-4.3.LS5</p>	<p>Student uses his/her interpersonal skills when in an assigned leadership role, helps others stay focused and successfully moves the group toward the goal.</p>	<p>21C.O.3-4.3.TT5</p>	<p>Student identifies why technology is important to them, the purpose of using login names and passwords, and reasons for keeping them private. Student models acceptable use and understands the etiquette of email communications.</p>

Learning Skills Objectives		Technology Tool Objectives	
21C.O.3-4.3.LS6	Student focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time.	21C.O.3-4.3.TT6	Student selects appropriate technology tools and resources needed to communicate information to others, to achieve personal goals, and to support independent learning.
		21C.O.3-4.3.TT7	Student identifies need to protect identity online, in email, and/or websites, and the importance of limiting distribution of information/pictures. Student begins to apply strategies for protecting identity online, in email, and on websites.

West Virginia Standards for 21st Century Learning

Grade 5-8 Standards for 21st Century Learning

Upon completion of the eighth grade, the student will demonstrate ethical behavior and work responsibly and collaboratively with others to accomplish both individual and team goals. The student will become a more critical thinker and problem solver and use technology tools to solve problems and make decisions related to classrooms assignments. The eighth grade student will create products that reflect a growing understanding of visual language and the effective use of technology tools. The student will use expanded features of spreadsheet, database and presentation software and use telecommunications to publish information. A proficient user of technology, the student will demonstrate a sound understanding of the nature and operation of technology systems and will effectively use telecommunications tools for research, collaboration and communication. The student understands the need for individuals and business to protect the integrity of technology systems..

Standard	Standard Description
21C.S.5-8.1	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

5-8	
Standard	Standard Description
21C.O.5-8.1.LS1	Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem
21C.O.5-8.1.TT1	Student connects peripheral devices (e.g., scanners, digital cameras, video projectors, USB drives, printers, media storage devices) to computers and uses them efficiently and effectively. Student accesses server and/or network resources (e.g., file folders/software programs, bookmarked sites).

Learning Skills Objective

21C.O.5-8.1.LS2
Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).

21C.O.5-8.1.LS3
Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.

Technology Tools Objective

21C.O.5-8.1.TT2	Student increases keyboarding facility and uses mouse and keyboard shortcut techniques and identified assistive technology to improve speed and accuracy.
21C.O.5-8.1.TT3	Student recognizes different file format extensions (e.g., .doc, .xls, .ppt, .rtf, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and can import the different formats into documents, presentations, spreadsheets and databases.
21C.O.5-8.1.TT4	Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.
21C.O.5-8.1.TT5	Student uses advanced features and utilities of word processing software (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).
21C.O.5-8.1.TT6	Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.
21C.O.5-8.1.TT7	Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.
21C.O.5-8.1.TT8	Student enters data relevant to class assignments into a database and performs simple queries.

5-8

Learning Skills Objectives

Technology/21st Objectives

21C.O.5-8.1.TT9	Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.
21C.O.5-8.1.TT10	Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.

<p>5-8 Standard</p>	<p>Standards for 21st Century Learning Standard 2: Thinking and Reasoning Skills</p>
<p>21C.S.5-8.2</p>	<p>The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</p>

<p>5-8 Learning Skills Objectives</p>		<p>Technology Tools Objectives</p>	
<p>21C.O.5-8.2.LS1</p>	<p>Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p>	<p>21C.O.5-8.2.TT1</p>	<p>Student solves problems related to hardware, software and networks by applying problem solving techniques (e.g., Task Manager to close tasks, Ctrl-Alt-delete, restarting the systems, accessing help menus, performing online searches, checking cable connections).</p>
<p>21C.O.5-8.2.LS2</p>	<p>Student draws conclusions from a variety of data sources to analyze and interpret systems.</p>	<p>21C.O.5-8.2.TT2</p>	<p>Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p>
<p>21C.O.5-8.2.LS3</p>	<p>Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</p>	<p>21C.O.5-8.2.TT3</p>	<p>Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.</p>
<p>21C.O.5-8.2.LS4</p>	<p>Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.</p>	<p>21C.O.5-8.2.TT4</p>	<p>Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.</p>

Standards for 21st Century Learning
Standard 3: Personal and Workplace Skills

21C.S.5-8.3

The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

Learning Skills Objectives		Technology Tools Objectives	
21C.O.5-8.3.LS1	Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.	21C.O.5-8.3.TT1	Student protects software, hardware and network resources from viruses, vandalism, and unauthorized use and uses proper techniques to access, use and shut down technology equipment.
21C.O.5-8.3.LS2	Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.	21C.O.5-8.3.TT2	Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources
21C.O.5-8.3.LS3	Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.	21C.O.5-8.3.TT3	Student analyzes current information technologies and the effect these technologies have on the workplace and society.
21C.O.5-8.3.LS4	Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular and co-curricular performances.	21C.O.5-8.3.TT4	Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.

21C.5-8.3 Learning Skills Objectives		21C.5-8.3 Technology Tools Objectives	
21C.O.5-8.3.LS5	Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.	21C.O.5-8.3.TT5	Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.
21C.O.5-8.3.LS6	Student maintains focus on larger project goal, frames appropriate questions, reflects on possible courses of action and their likely consequences, develops and initiates a plan of action with appropriate smaller objectives and benchmarks, and submits the completed project when due.	21C.O.5-8.3.TT6	Student applies productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.
		21C.O.5-8.3.TT7	Student develops an understanding of the need to protect his/her identity online, in e-mail, and or websites, limits the distribution of personal information and pictures, and evaluates the authenticity of e-mail that solicit personal information. Student identifies the methodologies that individuals and businesses can employ to protect the integrity of technology systems.
		21C.O.5-8.3.TT8	Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.

West Virginia Standards for 21st Century Learning

Grade 9-12 Standards for 21st Century Learning

Upon completion of the twelfth grade, the student uses advanced skills of analysis, synthesis and evaluation to create new knowledge and visualizes the connections between seemingly unrelated ideas to produce well-developed solutions. The student continues to develop critical thinking and problem solving skills and uses technology tools to solve problems and make decisions related to classroom, community and world issues. The student demonstrates ethical behavior related to acceptable use of information and communication technology, protects his/her identity on line and in email and/or websites, and makes informed choices among available advanced technology systems, resources and services for completing projects, solving problems and managing information. The high school student will integrate advanced technology application skills in the use of the word processor, database, spreadsheet and presentation software.

9-12 Standards	Standards for 21st Century Learning Standard 1: Informatics and Communication Skills	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.
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9-12 Learning Standards	Learning Standard 1: Informatics and Communication Skills	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.
21C.O.9-12.1.LS1	Student recognizes information needed for problem solving, can efficiently browse, search and navigate online to access relevant information, evaluates information based on credibility, social, economic, political and/or ethical issues, and presents findings clearly and persuasively using a range of technology tools and media.	
21C.O.9-12.1.TT1		Student makes informed choices among available advanced technology systems, resources and services (e.g., global positioning software, graphing calculators, personal digital assistants, web casing, online collaboration tools) for completing curriculum assignments and projects and for managing and communicating personal/professional information.

Learning Skills Objectives	
21C.O.9-12.1.LS2	Student analyzes and interprets visuals and recognizes the impact digital media influences (e.g. design, technique, and rate of speed) have on audiences. The student's visual products reflect a sophisticated understanding of subject, digital media and design techniques.
21C.O.9-12.1.LS3	Student creates information using advanced skills of analysis, synthesis and evaluation and shares this information through a variety of oral, written and multimedia communications that target academic, professional and technical audiences and purposes.

Technology Tools Objectives	
21C.O.9-12.1.TT2	Student routinely applies keyboarding skills, keyboard shortcut techniques, and mouse skills with facility, speed and accuracy.
21C.O.9-12.1.TT3	Student uses advanced utilities (e.g., zipping or compressing files, file level anti-virus scans), converts files to different formats (e.g., .doc, .xls, .mdb, .htm, .pdf) and saves finished products to multiple media sources (e.g., CDRW, DVDR, USB drives, shared folders, web-based file storage).
21C.O.9-12.1.TT4	Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.
21C.O.9-12.1.TT5	Student uses advanced features of word processing software (e.g., outline, table of contents, index feature, draw tool, headers and footers, track changes, macros, hyperlinks to other file formats, etc.).
21C.O.9-12.1.TT6	Student uses advanced features and utilities of spreadsheet software, (e.g., formulas, filters, pivot tables, pivot charts, macros, conditional formatting), to perform calculations and to organize, analyze and report data.
21C.O.9-12.1.TT7	Student uses advanced features and utilities of presentation software (e.g., slide transitions, master slides, narrations and timings, creating web-enabled presentations, creating a non-linear presentation) to communicate ideas to multiple audiences.

<p>21C.O.9-12.1.TT8</p>	<p>Student uses advanced features and utilities of database software (e.g., to create tables, forms, perform table relationships, advanced queries, and simple reports) to test hypotheses or research questions and to report results.</p>
<p>21C.O.9-12.1.TT9</p>	<p>Student uses advanced telecommunication tools (e.g., email, video conferencing, interactive websites, newsgroups, video phones, chats) to create collaborative projects that are relevant to real world situations and contribute to the communication process among various groups.</p>
<p>21C.O.9-12.1.TT10</p>	<p>Student implements various Internet search techniques (e.g., Boolean searches, meta-searches, web bots) to gather information; student evaluates the information for validity, appropriateness, content, bias, currency, and usefulness.</p>
<p>21C.O.9-12.1.TT11</p>	<p>Student imports and exports multiple data formats and integrates to multiple productivity programs (e.g., exports comma delimited files, standard data formats) and understands transferability of data among different programs.</p>

<p>9-12 Standards for 21st Century Learning Standard 2: Thinking and Reasoning Skills</p>	<p>The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</p>
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9-12 Learning Skills Objectives		Technology Tools Objectives	
21C.O.9-12.2.LS1	Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.	21C.O.9-12.2.TT1	Student knows how to find information necessary to solve advanced problems related to hardware, software, networks, and connections (e.g., by accessing online help, internet searches, technical documentation, system utilities, and communication with technical experts).
21C.O.9-12.2.LS2	Student draws conclusions from a variety of data sources to analyze and interpret systems.	21C.O.9-12.2.TT2	Student collaborates with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.
21C.O.9-12.2.LS3	Student engages in a problem solving process by formulating questions and applying complex strategies in order to independently solve problems.	21C.O.9-12.2.TT3	Student uses multiple electronic sources of information and multiple technology tools and resources tools (e.g., digital cameras, graphing calculators, probes, mp3 players, handheld devices, other emerging technologies, simulations, models, browsers, word processing, authoring tools, spreadsheets, databases) to collaborate with others, to formulate a hypothesis, to solve problems, make decisions, and present and justify the solutions.
21C.O.9-12.2.LS4	Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.	21C.O.9-12.2.TT4	Student uses technology tools and multiple media sources to analyze a real-world problem, design and implement a process to assess the information, and chart and evaluate progress toward the solution.

<p>9.12 Standards for 21st Century Learning Standard 21C.S.9-12.3</p>	<p>The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>
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<p>9.12 Learning Skills Objectives</p>		<p>21C.O.9-12.3.LS1</p>	<p>Student remains composed and focused, even under stress, willingly aligns his/her personal goals to the goals of others when appropriate, approaches conflict from win-win perspective, and derives personal satisfaction from achieving group goals.</p>	<p>21C.O.9-12.3.LS2</p>	<p>Student independently considers multiple perspectives and can represent a problem in more than one way, quickly and calmly changes focus and goals as the situation requires, and actively seeks innovations (e.g. technology) that will enhance his/her work.</p>	<p>21C.O.9-12.3.LS3</p>	<p>Student demonstrates ownership of his/her learning by setting goals, monitoring and adjusting performance, extending learning, using what he/she has learned to adapt to new situations, and displaying perseverance and commitment to continued learning.</p>
<p>9.12 Technology Table Objectives</p>		<p>21C.O.9-12.3.TT1</p>	<p>Student protects software, hardware and network resources from viruses, vandalism, and unauthorized use and employs proper techniques to access, use and shut down technology equipment.</p>	<p>21C.O.9-12.3.TT2</p>	<p>Student works collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias.</p>	<p>21C.O.9-12.3.TT3</p>	<p>Student evaluates current trends in information technology, discusses the potential social, ethical, political, and economic impact of these technologies, and analyzes the advantages and disadvantages of widespread use and reliance on technology in the workplace and society.</p>

<p>21C.O.9-12.3.LS4</p>	<p>Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.</p>	<p>21C.O.9-12.3.TT4</p>	<p>Student adheres to acceptable use policy and displays ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism); student predicts the possible cost and effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on culture and society; student identifies the methodologies that individuals and businesses can employ to protect the integrity of technology systems.</p>
<p>21C.O.9-12.3.LS5</p>	<p>Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.</p>	<p>21C.O.9-12.3.TT5</p>	<p>Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information and demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations. Student advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.</p>
<p>21C.O.9-12.3.LS6</p>	<p>Student maintains a strong focus on the larger project goal and frames appropriate questions and planning processes around goal. Prior to beginning work, student reflects upon possible courses of action and their likely consequences; sets objectives related to the larger goal; and establishes benchmarks for monitoring progress. While working on the project, student adjusts time and resources to allow for completion of a quality product.</p>	<p>21C.O.9-12.3.TT6</p>	<p>Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.</p>

9-12

21C.0.9-12 Skills Objectives

21C.0.9-12 Technology Skills Objectives

21C.O.9-12.3.TT7	Student protects his/her identity online and in email and/or websites, limits the distribution of personal information/pictures, and evaluates the authenticity of emails that solicit personal information. Student identifies the methodologies that individuals and businesses can employ to protect the integrity of technology systems.
21C.O.9-12.3.TT8	Student uses technology to seek strategies and information to address limits in their own knowledge.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

H. _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2510.14 21st Century Learning Skills and Technology Tools FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0	\$0	\$0	\$0	\$0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0	\$0	\$0	\$0	\$0
2. ESTIMATED TOTAL REVENUES	\$0	\$0	\$0	\$0	\$0

EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9-26-2006

West Virginia Department of Education

Steven L. Paine

**Policy 2520.14 Learning Skills and Technology Tools
Comment Log**

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
#126-44N-1 General				
10-09	James Goff Teacher jgoff@kcs.kana.k12.wv.us Kanawha County Schools 3000 Kanawha Terrace St. Albans WV 25177	The goals are reasonable but the equipment is not available at the vast majority of schools. This is yet another project that is going to be mandated and left unfunded. Also, teachers do not have the time in the current work period to incorporate this level of technological skills without some form of work-load reduction (such as more prep time in the day or longer day with the same amount of in-class time and with higher salaries).	N/o	Comments do not apply to CSOs. The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> stresses the importance of providing all students and staff with equitable access to technology infrastructure that supports the acquisition of 21 st century skills.
10-09	Heiei Morris 6th Grade resource teacher McKinley Middle School 1216 East Village Dr., Apt. 17C South Charleston WV 25309	Won't we need more teachers to implement this policy?	N/o	Comments do not address CSOs.
10-10	Gretchen Gilder Art Teacher ggwanderer@yahoo.com McKinley Middle School 825 Myrtle Rd Charleston WV 25314	After briefly reading through this policy, there are a couple of things that strike me as bizarre. Being that I am an art teacher, it seems odd to me to require standards of our teachers and students without providing adequate supplies. For instance, there is no way possible for me to implement art related	N/o	Comments do not apply to CSOs. The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> stresses the importance of providing all students and staff with equitable access to

		<p>technology to my students. I have not been given any materials, software or computers to work with. Our computer lab is already over used. There are plenty of other teachers who require their students to write reports and look up research to meet a variety of other standards. How am I supposed to find the time or resources to meet my own curriculum standards?</p>		<p>technology infrastructure that supports the acquisition of 21st century skills.</p>
11-02	<p>Pat Brockway-Votel Assistant Principal pbrockwa@access.k12.wv.us South Middle School 150 Bulldog Blvd. Martinsburg WV 25401</p>	<p>A Technology Integration Specialist needs to be in every school in order to meet and reach these extremely worthwhile goals. There also needs to be the proper equipment to do these things in every school. Thank you for your consideration in allowing this input.</p>	N/o	<p>Comments refer to professional development.</p> <p>The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> stresses the importance of providing all students and staff with equitable access to technology infrastructure that supports the acquisition of 21st century skills. The <i>Findings and Recommendations</i> also addresses the need for Technology Integration Specialists in schools.</p>
10/16	<p>Don Knezek, CEO International Society for Technology in Education</p> <p>National Educational Technology Standards for Students (NETS-S)</p>	<p>A comparison of the West Virginia Standards for 21st Century Learning Skills and Technology Tools with the ISTE NETS*S shows that the two are almost completely aligned at the conceptual level. While they use somewhat different language and include somewhat different emphases, their descriptions of what students are to know and be able to do are virtually identical at the level of the standards themselves. The only significant difference we found was the inclusion of "leadership" skills in the West Virginia Standards. The ISTE NETS*S doesn't</p>	N/+	<p>National comments reinforce the content of proposed Policy 2520.14.</p>

		explicitly address the development of that skill. It is also worth noting that the ISTE NETS*S include explicit descriptions of Basic Operations and Concepts at the level of the standards, while the West Virginia Standards address these items only indirectly in the standards statements. With these exceptions, we found it possible to find a logical place to include all the ISTE NETS*S standards statements in the West Virginia Standards and a logical place to include all the West Virginia Standards in the ISTE NETS*S with the exception of Leadership.		
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§ 126-44N-4 Summary of the Content Standards and Objectives

10-09		We need more staff to accommodate these standards.	N/o	Comments do not address CSOs. The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> addresses the need for Technology Integration Specialists in schools.
10-13	Diane Ferguson English Dferguson@kcs.kana.k12.wv.us Capital High 107 Hillview Drive Charleston WV 25314	It should be noted that technology specialists were in place that would be trained and certified to accomplish these objectives. What happened to them if all of this is so urgent and so relevant ?? It would take high school students all four years to MASTER some of the objectives. There is no way that I am willing to add training for any of this in addition to teaching grammar, reading, writing to students 3-4 YEARS	N/-	The intent of Policy 2520.14 is that learning skills and technology tools be learned and mastered within the context of integration.

		below grade level mastery. The language of the standards and objectives was so technical that I had a difficult time breaking it down into understandable terms. My college aged son helped me decipher the expectations to talk about these proposals at the Aug. 23rd staff development. I was a PRESENTER and was only handed a packet. Please give us a break and let us teach our content area.		
§126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools				
10-09		Are we expecting the unreasonable?	N/o	No change in policy.
10-09	St. Albans WV	Great idea to be ready to meet the needs of the 21st century. At our school we have to share the computer labs. Each class gets 45 minuets every 4th week! We need more money put into the purchase of computers, a staff to teach the material and more training. We have 21st century expectations with the equipment and facilities of the 1970's!	N/+	Comments do not apply to CSOs. The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> stresses the importance of providing all students and staff with equitable access to technology infrastructure that supports the acquisition of 21 st century skills
10-09	Cathie Brown and Stephanie Helman Read 180 teacher and Science teacher, repectively SHELMAN@kcs.kana.wv.us McKinley Middle School 3000 Kanawha Terrace St. Albans WV 25177	These CSO's are entirely reasonable. However, the foundation for these technology skills needs to begin at the primary level. Improper keyboarding skills are being learned early on. Students are only beginning to make practical use and application of computer skills in the sixth grade. They lack basic word processing skills such as fundamental desktop publishing (Word basics); retrieval and manipulation of graphics; and ARE NOT TAUGHT THESE SKILLS	N/+	

		<p>IN ANY TASK-SPECIFIC CLASS. Students cannot be expected to produce works that include clipart, EXCEL graphs, and other media without instruction separate from their core class. This instruction needs to be supplemental in nature. That is to say it should come from a computer instructor. This would greatly aid and support the core teacher. The student would achieve greater success because he/she has not only received content instruction but also received the technology instruction that supports the work production format requested. This is necessary for the students' long-term success. These skills are no longer an option in higher education and work settings. Students MUST graduate high school with appropriate technology skills. They must be comfortable with these skills and we must provide the proper instruction before we can expect them to do so.</p>		
10-12	<p>Vikki Toothman Family and Consumer Science Teacher vtoothma@access.k12.wv.us AAFCS and FACS Teacher Rt. 4, Box 4 Mannington WV 26582</p>	<p>I feel that this component of 2510 can best be done by Family & Consumer Science and Tech.Ed. teachers. We already address many of these issues. Even though Family & Consumer Science and Tech.Ed. teachers already address these issues, careers, and life skills, we are the only subject area that is not mandatory. I feel that what we offer students is just as important as "the arts", especially in our rural areas. Please make Family & Consumer Science and Tech.Ed. mandatory in the middle and high school and</p>	N/+	<p>Comments do not address CSOs.</p>

		these components will be covered.		
10-30	Margaret K. Sine Principal mksine@access.k12.wv.us Wetzel County Schools 510 N. Second Ave. Paden City WV 26159	Limited access to computers, emphasis on reading/language arts and mathematics in elementary schools, along with limited technology skills of classroom teachers are all compelling reasons to hire technology specialists to teach the 21st Century technology objectives.	N/+	
11-03	Stacy Ward Business Education Teacher, Technology Integration stward@access.k12.wv.us Taylor County Technical Center at Grafton High School 115 Luby St. Grafton WV 26354	As a Business Education teacher, my immediate response raises questions to the proposed Grade 9-12 Technology Learning Skills and Technology Tools Objectives - how, who, and when? Without requiring each high school student to successfully pass an intense semester or year-long course in Business Computer Applications, I will find it difficult for both students and teachers (regardless of content area) to implement the objectives as written. The objectives outline advanced computer skills requiring significant TIME, instruction, equipment, and materials. I ask that during implementation of these standards, you will call upon the skill and instruction of our current and well certified Business Education teachers. Please do not hesitate to contact me with questions or concerns as I am sincerely interested in the 21st Century Learning initiative and the on-going revisions necessary to best prepare our students. Thank you, Stacy Ward	N/o	Comments do not refer to CSOs but rather to teacher certification issues. The intent of Policy 2520.14 is that learning skills and technology tools be learned and mastered within the context of integration.

11-03	<p>Colleen Folger Teacher/Fac. Sen. President cfolger@access.k12.wv.us Boreman Elem. School P.O. Box 299 Middlebourne WV 26149</p>	<p>I have reviewed the tech standards for grades 3-4. I have been the "tech" person at my school for years. I can guarantee you that maybe one teacher in the whole building (of 38 educators) can do what you are asking of 3rd & 4th graders. Teaching tech takes time, more time than we have in our day. I have one half hour time slot per week for my class. I squeeze a lot in that small amount of time, but I know I could never accomplish all that is outlined in this CSO.</p> <p>Do you really want 3rd & 4th graders e-mailing? That means we have to get accounts from the state - more & more paperwork and keeping track of things. If the students do all that you ask, there is no prerequisite that they can type. Therefore, you will have students hunting and pecking. Haven't we educators always been taught that it is harder to break a bad habit once it has started? Yet, students don't master keyboarding until middle school. These are great ideas, but not without more time, a staff member dedicated to helping with tech, and modern equipment. I could go on and on, but the bottom line is that these standards belong at the middle school level. Let 3rd and 4th grade teachers make sure they can read and do mathematics. Thank you.</p>	N/-	<p>The proposed content standards and objectives are based upon the National Educational Technology Standards for Students published by ISTE (International Society for Technology in Education).</p>
11/03	<p>Becky Barth 4th grade teacher rbarth@access.k12.wv.us Tyler County Schools P. O. Box 299 Middlebourne WV 26149</p>	<p>The technology goals will definitely prepare students for the 21st Century. But creating Excell spreadsheet and doing Powerpoints are time consuming and require</p>	N/- and +	<p>The WV Board of Education's <i>Education Technology for 21st Century Learners: Comprehensive Report of Findings and Recommendations</i> addresses</p>

		<p>small groups. Where does that fit in the 60 minutes of uninterrupted reading and 60 minutes of math and the host of other curriculum that is mandated? We already intergrate as much as possible.</p> <p>Besides the time factor, these objectives will require at least one fulltime tech person at each school. Who will pay for that? One person can not effectively assist 20 - 25 students with these projects. How will that be handled?</p> <p>These objectives look good in theory and on paper, but the reality of them in an already crowded elementary curriculum looks impossible and impractical. We keep adding to the curriculum without deleting anything. Kids and teachers are feeling too much stress and I think this will only add to that.</p>		<p>the need for Technology Integration Specialists in schools.</p>
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Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 4:37 PM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-11-03 16:36:32)

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Comment Received for Policy 2520.14

Name: Becky Barth
Organization: Tyler County Schools
Email: rbarth@access.k12.wv.us
Title: 4th grade teacher
Address1: P. O. Box 299
Address2:
City/State/Zip: Middlebourne, WV 26149
Role: Teacher
Posted: 2006-11-03 16:36:32
Posted from IP: 168.216.255.15

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

The technology goals will definitely prepare students for the 21st Century. But creating Excell spreadsheet and doing Powerpoints are time consuming and require small groups. Where does that fit in the 60 minutes of uninterrupted reading and 60 minutes of math and the host of other curriculum that is mandated? We already intergrate as much as possible. Besides the time factor, these objectives will require at least one fulltime tech person at each school. Who will pay for that? One person can not effectively assist 20 - 25 students with these projects. How will that be handled? These objectives look good in theory and on paper, but the reality of them in an already crowded elementary curriculum looks impossible and impractical. We keep adding to the curriculum without deleting anything. Kids and teachers are feeling too much stress and I think this will only add to that.

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 2:44 PM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-11-03 14:43:33)

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Comment Received for Policy 2520.14

Name: Colleen Folger
Organization: Boreman Elem. School
Email: cfolger@access.k12.wv.us
Title: Teacher/Fac. Sen. President
Address1: P.O. Box 299
Address2:
City/State/Zip: Middlebourne, WV 26149
Role: Teacher
Posted: 2006-11-03 14:43:33
Posted from IP: 168.216.255.15

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

I have reviewed the tech standards for grades 3-4. I have been the "tech" person at my school for years. I can guarantee you that maybe one teacher in the whole building (of 38 educators) can do what you are asking of 3rd & 4th graders. Teaching tech takes time, more time than we have in our day. I have one half hour time slot per week for my class. I squeeze a lot in that small amount of time, but I know I could never accomplish all that is outlined in this CSO.
Do you really want 3rd & 4th graders e-mailing? That means we have to get accounts from the state - more & more paperwork and keeping track of things. If the students do all that you ask, there is no pre-requisite that they can type. Therefore, you will have students hunting and pecking. Haven't we educators always been taught that it is harder to break a bad habit once it has started? Yet, students don't master keyboarding until middle school. These are great ideas, but not without more time, a staff member dedicated to helping with tech, and modern equipment. I could go on and on, but the bottom line is that these standards belong at the middle school level. Let 3rd and 4th grade teachers make sure they can read and do mathematics.
Thank you.

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 1:34 PM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-11-03 13:34:28)

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Comment Received for Policy 2520.14

Name: Stacy Ward
Organization: Taylor County Technical Center at Grafton High School
Email: stward@access.k12.wv.us
Title: Business Education Teacher, Technology Intergration Specialist-CTE
Address1: 115 Luby St.
Address2:
City/State/Zip: Grafton, WV 26354
Role: Teacher
Posted: 2006-11-03 13:34:28
Posted from IP: 168.216.220.182

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

As a Business Education teacher, my immediate response raises questions to the proposed Grade 9-12 Technology Learning Skills and Technology Tools Objectives - how, who, and when? Without requiring each high school student to successfully pass an intense semester or year-long course in Business Computer Applications, I will find it difficult for both students and teachers (regardless of content area) to implement the objectives as written. The objectives outline advanced computer skills requiring significant TIME, instruction, equipment, and materials.

I ask that during implementation of these standards, you will call upon the skill and instruction of our current and well certified Business Education teachers. Please do not hesitate to contact me with questions or concerns as I am sincerely interested in the 21st Century Learning initiative and the on-going revisions necessary to best prepare our students.

Thank you,
Stacy Ward
stward@access.k12.wv.us
Taylor County Technical Center at Grafton High School
115 Luby St.
Grafton, WV 26354

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, November 02, 2006 3:46 PM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-11-02 15:45:47)

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Comment Received for Policy 2520.14

Name: Pat Brockway-Votel
Organization: South Middle School
Email: pbrockwa@access.k12.wv.us
Title: Assistant Principal
Address1: 150 Bulldog Blvd.
Address2:
City/State/Zip: Martinsburg, WV 25401
Role: Professional Support
Posted: 2006-11-02 15:45:47
Posted from IP: 168.216.201.163

Comments for section 126-44N-1 General

A Technology Integration Specialist needs to be in every school in order to meet and reach these extremely worthwhile goals. There also needs to be the proper equipment to do these things in every school. Thank you for your consideration in allowing this input.

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 30, 2006 11:44 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-30 11:44:15)

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Comment Received for Policy 2520.14

Name: Margaret K. Sine
Organization: Wetzel County Schools
Email: mksine@access.k12.wv.us
Title: Principal
Address1: 510 N. Second Ave.
Address2:
City/State/Zip: Paden City, WV 26159
Role: Principal
Posted: 2006-10-30 11:44:15
Posted from IP: 168.216.129.17

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

Limited access to computers, emphasis on reading/language arts and mathematics in elementary schools, along with limited technology skills of classroom teachers are all compelling reasons to hire technology specialists to teach the 21st Century technology objectives.

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, October 13, 2006 10:39 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-13 10:39:20)

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Comment Received for Policy 2520.14

Name: Diane Ferguson
Organization: Capital High
Email: Dferguson@kcs.kana.k12.wv.us
Title: English
Address1: 107 Hillview Drive
Address2:
City/State/Zip: Charleston, WV 25314
Role: Teacher
Posted: 2006-10-13 10:39:20
Posted from IP: 168.216.26.128

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

It should be noted that technology specialists were in place that would be trained and certified to accomplish these objectives. What happened to them if all of this is so urgent and so relevant ?? It would take high school students all four years to MASTER some of the objectives. There is no way that I am willing to add training for any of this in addition to teaching grammar, reading, writing to students 3-4 YEARS below grade level mastery. The language of the standards and objectives was so technical that I had a difficult time breaking it down into understandable terms. My college aged son helped me decipher the expectations to talk about these proposals at the Aug. 23rd staff development. I was a PRESENTER and was only handed a packet. Please give us a break and let us teach our content area.

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, October 12, 2006 8:47 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-12 08:46:42)

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Comment Received for Policy 2520.14

Name: Vikki Toothman
Organization: AAFCS and FACS Teacher
Email: vtoothma@access.k12.wv.us
Title: Family and Consumer Science Teacher
Address1: Rt. 4, Box 4
Address2:
City/State/Zip: Mannington , WV 26582
Role: Teacher
Posted: 2006-10-12 08:46:42
Posted from IP: 168.216.241.195

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

I feel that this component of 2510 can best be done by Family & Consumer Science and Tech.Ed. teachers. We already address many of these issues. Eventhough Family & Consumer Science and Tech.Ed. teachers already address these issues, careers, and life skills, we are the only subject area that is not mandatory. I feel that what we offer students is just as important as "the arts", especially in our rural areas. Please make Family & Consumer Science and Tech.Ed. mandatory in the middle and high school and these components will be covered.

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Tuesday, October 10, 2006 11:07 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-10 11:06:34)

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Comment Received for Policy 2520.14

Name: Gretchen Gilder
Organization: McKinley Middle School
Email: ggwanderer@yahoo.com
Title: Art Teacher
Address1: 825 Myrtle Rd
Address2:
City/State/Zip: Charleston, WV 25314
Role: Teacher
Posted: 2006-10-10 11:06:34
Posted from IP: 168.216.84.173

Comments for section 126-44N-1 General

After briefly reading through this policy, there are a couple of things that strike me as bizarre. Being that I am an art teacher, it seems odd to me to require standards of our teachers and students without providing adequate supplies. For instance, there is no way possible for me to implement art related technology to my students. I have not been given any materials, software or computers to work with. Our computer lab is already over used. There are plenty of other teachers who require their students to write reports and look up research to meet a variety of other standards. How am I supposed to find the time or resources to meet my own curriculum standards?

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 11:31 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-09 11:30:36)

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Comment Received for Policy 2520.14

Name: Cathie Brown and Stephanie Helman
Organization: McKinley Middle School
Email: SHELMAN@kcs.kana.wv.us
Title: Read 180 teacher and Science teacher, repectively
Address1: 3000 Kanawha Terrace
Address2:
City/State/Zip: St. Albans, WV 25177
Role: Teacher
Posted: 2006-10-09 11:30:36
Posted from IP: 168.216.103.115

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

These CSO's are entirely reasonable. However, the foundation for these technology skills needs to begin at the primary level. Improper keyboarding skills are being learned early on. Students are only beginning to make practical use and application of computer skills in the sixth grade. They lack basic word processing skills such as fundamental desktop publishing (Word basics); retrieval and manipulation of graphics; and ARE NOT TAUGHT THESE SKILLS IN ANY TASK-SPECIFIC CLASS. Students cannot be expected to produce works that include clipart, EXCEL graphs, and other media without instruction separate from their core class. This instruction needs to be supplemental in nature. That is to say it should come from a computer instructor. This would greatly aid and support the core teacher. The student would achieve greater success because he/she has not only received content instruction but also received the technology instruction that supports the work production format requested. !

This is necessary for the students long-term success. These skills are no longer an option in higher education and work settings. Students MUST graduate high school with appropriate technology skills. They must be comfortable with these skills and we must provide the proper instruction before we can expect them to do so.

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 11:15 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-09 11:15:23)

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Comment Received for Policy 2520.14

Name: Heiei Morris
Organization: McKinley Middle School
Email:
Title: 6th Grade resource teacher
Address1: 1216 East Village Dr., Apt.17C
Address2:
City/State/Zip: South Charleston, WV 25309
Role: Teacher
Posted: 2006-10-09 11:15:23
Posted from IP: 168.216.51.164

Comments for section 126-44N-1 General

Won't we need more teachers to impliment this policy?

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 11:08 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-09 11:08:14)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.14

Name: James Goff
Organization: Kanawha County Schools
Email: jgoff@kcs.kana.k12.wv.us
Title: Teacher
Address1: 3000 Kanawha Terrace
Address2:
City/State/Zip: St. Albans, WV 25177
Role: Teacher
Posted: 2006-10-09 11:08:14
Posted from IP: 168.216.59.163

Comments for section 126-44N-1 General

The goals are reasonable but the equipment is not available at the vast majority of schools. This is yet another project that is going to be mandated and left unfunded. Also, teachers do not have the time in the current work period to incorporate this level of technological skills without some form of work-load reduction (such as more prep time in the day or longer day with the same amount of in-class time and with higher salaries).

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 11:06 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-09 11:05:38)

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Comment Received for Policy 2520.14

Name:
Organization:
Email:
Title:
Address1:
Address2:
City/State/Zip: St. Albans, wv
Role: Teacher
Posted: 2006-10-09 11:05:38
Posted from IP: 168.216.72.27

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

Great idea to be ready to meet the needs of the 21st century. At our school we have to share the computer labs. Each class gets 45 minuets every 4th week! We need more money put into the purchase of computers, a staff to teach the material and more training. We have 21st century expectations with the equipment and facilities of the 1970's!

Kathy Boone

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 10:50 AM
To: fibanez@wvde.state.wv.us; kboone@access.k12.wv.us
Subject: Comment Received for Policy 2520.14 (2006-10-09 10:49:31)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.14

Name:
Organization:
Email:
Title:
Address1:
Address2:
City/State/Zip: ,
Role:
Posted: 2006-10-09 10:49:31
Posted from IP: 168.216.121.25

Comments for section 126-44N-1 General

Comments for section 126-44N-2 Purpose

Comments for section 126-44N-3 Incorporation by Reference

Comments for section 126-44N-4 Summary of the Content Standards and Objectives

We need more staff to accomodate these standards.

Comments for section 126-44N 21st Century Learning Skills and Technology Tools Content
Standards and Objectives for West Virginia Schools

Are we expecting the unreasonable?