

Chapter 7: Resources

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***Standards are an important tool
in improving student outcomes.***



Glossary of Terms

Minnesota State Graduation Standards

Accommodation—An adjustment in a testing condition or assessment of a standard, such as changing the setting or scheduling of the assessment. An accommodation changes the topic, product, or activities without compromising the meaning of the score, or rendering the score incomparable to the scores of those students who completed the assessment under standard conditions. An example of an accommodation is providing a student with materials in a large-print version. Accommodations for the Profile of Learning are available to all students.

Areas of Learning—The eleven broad categories of the Profile of Learning that describe the rigor of a well-rounded education. Example: Read, Listen, and View. Each area of learning is supported by standards (content standards) at four levels of development—primary, intermediate, middle, and high school.

Assessment—The gathering of information based on established criteria for the purpose of evaluating student learning.

Basic Standards—(as defined in *Minn. Rules 3501.0030*) Basic competencies and tests that comprise the “safety net” of Minnesota Graduation Standards in reading, mathematics, and writing. Basic Standards describe the minimum level of acceptable performance for a high school graduate.

Content Standard—A definition of what the student should know and be able to do in a discipline at four developmental levels—high school, middle, intermediate, and primary levels. Each content standard has a name (e.g. Algebraic Patterns), a code (e.g. Mathematics 1.1), a summary of the entire standard, a list of the declarative and procedural knowledge, and specifications for performance. Each content standard is listed under one of the eleven areas of learning.

Developmentally Appropriate—(characteristic of a performance task) A performance task which reflects the intellectual, physical, and psychological maturity of the student.

Evaluation—A judgment of student learning based on assessments.

Embedding—This term refers to the placement of a standard within the existing school curriculum. Embedded performance tasks are considered part of the regular classroom work and not “add ons.”

Exemption—A temporary or permanent waiver of the requirement that a student take a Basic Standards test or complete a standard. When students are not required by their IEP to complete a standard, they are exempt from that standard and instead work toward an individualized goal.

Framework—In education, a framework provides a structure for supporting the teaching and learning that goes on in classrooms.



High Standards—The content standards developed in the eleven learning areas for students in grades 9–12. Achievement of the High Standards is a requirement for graduation.

Minnesota Graduation Standards—The statewide K–12 expectations for learning and system of assessments that nurture a student’s development. The learning expectations and assessments consist of two major academic components: the Basic Standards and the High Standards in the Profile of Learning.

Modification—An adjustment of an assessment that results in a lowering of the rigor of a standard or eliminating a specification for a particular student who is on an IEP or 504 Plan.

Performance Assessments—A series of rigorous assignments that, taken together, indicate whether a student has learned the skills and knowledge specified in an entire content standard. Some assessments may contain traditional forms of assessing such as paper and pencil tests. *See also* Performance Task.

Performance Task—A structured situation that requires a student to demonstrate his/her knowledge of a content standard or part of a standard. A performance task is described as rigorous if it is of superior quality and allows for multiple responses to a challenging question or problem in assimilated or real-life situation. *See also* Performance Assessment.

Preparatory Standards—The content standards in the eleven learning areas for students in grades K–8. The Preparatory Standards prepare students for the work required to achieve the High Standards. The Preparatory Standards are divided into three levels: primary, intermediate, and middle school.

Profile of Learning—Eleven broad areas of learning in Minnesota’s Graduation Standards that represent academic processes and overarching ideas. Each area of learning is supported by content standards at four levels of development: primary, intermediate, middle, and high school. Students demonstrate their achievement of the standards through performance assessments.

Section 504 Accommodation Plan—(*as defined in Minn. Rules 3501.0030*) The defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities. This section of the federal Rehabilitation Act of 1973, Public Law Number 91-230 as amended in Public Law 101-476, extends protection to a much broader student population than just those students with IEPs.

State Test—(*as defined in Minn. Rules 3501.0030*) A test of a basic requirement (a Basic Standards test) that has been developed using the specifications created for a statewide standard in reading, math, or written language. The tests are diploma requirements.



Frequently Asked Questions

State Guidelines

What do students need to do to graduate from a Minnesota public high school?

There are two components to the state graduation requirements: The Basic Standards and the High Standards. Students have to complete both components, plus any local requirements to receive a public high school diploma.

How are the graduation requirements different from before?

Past state requirements focused only on the completion of a required number of classes. New state requirements focus on passing the Basic Standards tests and the High Standards, which define what students must know and be able to do.

What are the Basic Standards?

The Basic Standards are the “safety net” that ensure high school graduates have a minimum competency in reading, mathematics, and writing. Students show they meet the Basic Standards by passing the Basic Standards tests first administered in the eighth grade in reading and mathematics. Tenth graders take a writing test. Schools must provide help for students who are unable to pass the tests. Students must re-take the tests every year until they pass.

What is considered “passing” at the state level on the Basic Standards Test (MNBST)?

A scaled score of 600, which is approximately 75%, is considered passing at the state level in the areas of reading and math. The written language test is scored using numeric values from 1–4. A score of 3 or higher is considered passing.

What is the Minnesota Alternate Assessment (MAA)?

The Minnesota alternate assessment was developed for use with those students for whom the MCA (Minnesota Comprehensive Assessment) and the MNBST (Basic Standards test) are deemed by the IEP team to be inappropriate. When a student is exempted from these assessments, an alternative assessment must be substituted. The assessment and guidelines are available on the CFL website.

What are the Minnesota Comprehensive Assessments (MCA)?

The Minnesota Comprehensive Assessments are third- and fifth-grade tests that measure how well students have mastered the math, reading, and writing standards, and tenth-grade tests in writing. All third- and fifth-grade students are tested in reading and math. In addition, fifth graders take a written composition test. Students do not pass or fail these tests. These tests are part of the educational accountability system in Minnesota. Schools will use these results to make curricular and instructional decisions for all students. Identifying strengths and weaknesses early can help districts make the best decisions about curriculum and instruction so that they are better able to prepare students to meet the High Standards. The tenth-grade writing test is used as both a Basic Standards test and as part of the MCAs.

What is the difference between the Minnesota Comprehensive Assessment tests and the national tests my child takes?

The third-grade MCA tests focus on reading and mathematics and the fifth-grade tests focus on reading, mathematics, and writing. They measure student achievement compared to the Minnesota standards. National tests cover a broader range of subject matter and measure student achievement compared to a national norm.

What is a standard?

Standards are clearly defined expectations against which individual student achievement and progress may be judged. They outline what a student needs to both know and do in a particular subject. A complete copy of the standards is available in Appendix 1.

What are the High Standards?

The High Standards define what students should know, understand, and be able to do to demonstrate a high level of achievement at the high school level. The High Standards are organized into eleven learning areas. Preparatory standards focus on kindergarten through eighth-grade learning opportunities and the important concepts, skills, and ideas needed to achieve the High Standards.

Do the Preparatory Standards count equally with the High Standards?

The graduation standards are like building blocks; one grade level builds upon another. However, the Preparatory Standards achieved are not recorded for graduation purposes, while the High Standards become a part of the high school transcript and must be achieved for graduation.

How do students complete standards?

Students achieve a standard when they complete all of the work locally required for that standard. Student achievement of the standards is determined by locally designed assessments that show whether a student has learned and can apply the knowledge and skills outlined in the standard. Through these assessments students apply their knowledge in real-world situations. Graduation standards recognize that student learning also takes place outside of the classroom. Local school districts have policies and procedures that may grant students credit for standards achieved through co-curricular activities, or activities outside of school, including community and work experiences.

Is a performance assessment the same as a standard?

They are related but not the same. Completing a specific performance assessment is one way that a student can fulfill the requirements outlined in a standard. The standard

is what defines and drives the content of the performance assessment. Performance assessments may look different from district to district, but the standard remains constant regardless of the district.

Will special education students be able to graduate under the new standards?

Students graduate upon the successful completion of their IEP in which standards are referenced. Students with special needs may meet the standards at the state level, at the state level with accommodations, or at an individual level with modifications according to their IEP or 504 Plan.

How will Minnesota Graduation Standards impact struggling students?

All students must complete the Basic and High Standards to graduate from a public high school. Statewide tests will help schools identify those who in their early years of education need extra help in mastering basic skills. Teachers will provide learning activities within the curriculum to help students to achieve the High Standards.


District Guidelines

How do educators receive training on incorporating graduation standards into the IEP?

Training opportunities are determined by individual school districts. All districts have identified a graduation standards technician who can provide information on the graduation standards and their implementation. Many training resources are identified within this framework.

Who keeps track of a student's progress/performance?

A student's progress is tracked by a district-wide system. This system needs to conform to state specifications for record keeping and transfer of information between districts.



What if a student with disabilities moves into the district and has not completed the same standards as students in the district?

For students in special education, the same rules and processes apply for transfer between schools as those developed for general education.

Who can I call with questions at the district level?

All districts have a graduation standards technician who can answer questions regarding the graduation standards. For assistance regarding special education questions and the graduation standards, contact the district's director of special education.

Site Guidelines

Do separate site special education programs have to offer all standards every year?

No. Just as in general education, standards can be offered in a placement cycle. This is addressed in this framework in Chapter 4 on Site Guidelines.

How do itinerant teachers collaborate with general education?

Often it is the special education teacher who coordinates and consults with the itinerant staff. It is important to advocate for planning time for the entire team including general education staff within your district. Special educators and regular educators must work together effectively in order to ensure successful completion of the graduation standards for individual students. CAPS training is available for in-depth training of school site teams, which includes a five step process of collaboration: review, discuss, explore, select and plan, and feedback.

What if the special educator has students across several grade levels?

Special educators often must teach across several grade levels and must assume responsibility for being knowledgeable about various levels of graduation standards. Standards are grouped across grade levels making the process friendly to multi-aged and multi-grade groupings.

Student Level

How are decisions made in determining "Pass State," "Pass Individual," or "Exempt"?

These decisions are made by the IEP team. Chapter 5 of this framework, Student-Based Guidelines, discusses the decisions and documentation required.

Is there a process for determining modifications and/or adaptations for the standards?

GS SETT is a process that assists a team in determining special considerations for students. See Chapter 5 of this framework.

Who is responsible for providing the identified accommodations/modifications?

The team decision about what accommodations/modifications are needed for a student with an IEP or 504 Plan should be reflected in the student's individual plan. In center-based programming, the teachers are responsible for providing the accommodations/modifications. In student-based low-incidence programming, the service providers collaborate with teachers to accommodate student learning.

How do we address graduation standards in the IEP?

For the specific processes used to address the graduation standards in the IEP, see Chapter 4 and Chapter 5 in this framework.



Is it possible to use assistive technology to demonstrate competency of the standards?

If the use of assistive technology is deemed necessary by the IEP team and documented within the IEP, the student may use assistive technology to achieve the content standards.

If a student is assisted by a paraprofessional during the school day, can that same assistance be given in the performance of the standards?

Yes, if that decision was made by the IEP team and is documented in the IEP.

How is a modification different from an accommodation?

A modification alters the difficulty (rigor) of the standard or eliminates a portion of it and must be addressed in a student's IEP. Although an accommodation may change the topic, product, or activities of a performance task, it does not alter the level of difficulty of the standard. Accommodations are available to all students.

What if a student is chronically absent and misses several performance assessments?

If a student is chronically ill, it is the responsibility of the IEP team to meet and determine whether or not the absence is related to the student's disability. If so, necessary accommodations and modifications should be reflected on the IEP or 504 Plan.

What documentation is needed to exempt a student from the Minnesota Graduation Standards?

A check in the exempt box on the IEP documents that the IEP team has determined the need for exemption.

What if it becomes necessary to change the status of a student from "Pass State" to "Pass Individual"?

When an IEP team determines that a student will complete a standard at a "Pass State" level, it will be documented on the IEP Profile of Learning/High Standards chart. Upon completion of the standard, the performance assessment/s will be awarded a score. However, if the student does not meet the requirements of "Pass State," no award for completion of the standard will be noted on the transcript. At the next IEP meeting, this non-completion of the standard should be discussed. The IEP team should review the options of "Pass State" or "Pass Individual" and document the decision on the Profile of Learning/High Standards chart.



Resources for Implementation of the Minnesota Graduation Standards

There are a variety of resources to support teachers who are implementing graduation standards. This sampling includes state, instructional, and special education web-based resources.

State Resources

Minnesota Department of Children, Families & Learning, Special Education Division

1500 Highway 36 West
Roseville, Minnesota 55113-4266
651-582-8200, TTY 651-582-8201
<http://cfl.state.mn.us/SPECED/speced.htm>
Barbara Jo Stahl, 651-582-8659
barbara.stahl@state.mn.us

Minnesota Assistive Technology Guidelines—

Helpful resource manual on the consideration of assistive technology in special education. Guideline for recommended practice.

<http://cfl.state.mn.us/SPECED/speced.htm>

Minnesota Graduation Rule—View the Minnesota Graduation Rule (Chapter 3501) that established the Minnesota Graduation Standards Profile.

<http://cfl.state.mn.us/GRAD/rule3501.htm>

Minnesota Curriculum Repository (MECR)—A quality-controlled database of curriculum materials that supports the implementation of the Minnesota standards. Materials include: the content standards at four levels (primary, intermediate, middle, and high school), the large processes and concepts, state scoring criteria, state model performance packages, assessment tasks, learning activities, and learning resources.

<http://mecr.state.mn.us>

EdSTAR Minnesota—Provides teachers with substantive help, direction, and professional development in the area of Minnesota Graduation Standards implementation.

<http://edstar.ncrel.org/mn/>

Curriculum Frameworks—Tools for bridging national education standards to the Minnesota Graduation Standards and classroom practice. Used by K–12 teachers and others to identify what students should know and be able to do, as identified in the standards. Frameworks include information and resources relating to curriculum, instruction, and professional development.

<http://cfl.state.mn.us/bestpractice/frameindex.htm>

SciMath MN—An organization which provides framework documents and workshops to support planning for implementation of the mathematics and science standards. Research information and improvement strategies to assist districts in providing equitable learning experiences for all students.

Deb Rose, 651-582-8853

debra.rose@state.mn.us

Minnesota Arts Framework, Minnesota Center for Arts Education—Curriculum framework document to support planning for implementation of the Arts standards.

Pam Paulson, 612-591-4700

pam.paulson@mcae.k12.mn.us

People and Cultures Framework—Curriculum framework document to support planning for implementation of the Social Studies standards.

Joan Prueter, 651-582-8430

joan.prueter@state.mn.us

Decision Making Framework—Curriculum framework document to support planning for implementation of the Physical Education and Lifetime Fitness standards.

Coordinated School Health, Office of Community Service

<http://cfl.state.mn.us/bestpractice/frameindex.htm>

Learning Area Support Teams—Team members design models and strategies for use by the best practice networks and the improvement support teams. They identify best instructional and assessment practices, important content, and develop a communication plan for their materials. They are not directly involved in the delivery of services to teachers and schools, but establish supports for those who do.

Arts: Pam Paulson, 612-591-4700

pam.paulson@mcae.k12.mn.us

World Languages: Linnea Swenson, 612-798-6024,

swenli0@richfield.k12.mn.us

Health and Physical Education (Decision Making):

Mary Thissen-Milder 651-582-8452

Mary.thissen-milder@state.mn.us

Language Arts: Michael Thompson, 651-582-582-8312

michael.thompson@state.mn.us

Mathematical Applications: Sharon Stenglein, 651-582-8859,

sharon.stenglein@state.mn.us

Scientific Applications: Kathleen Lundgren 651-582-8815,

kathleen.lundgren@state.mn.us

People and Cultures: Charlie Skemp 651-582-8850,

charles.skemp@state.mn.us

Best Practice Networks—Networks of practicing teachers have been established in Math, Science, Reading, Writing, People and Cultures, and Arts. These teachers have in-depth understanding of the graduation rules and best instructional strategies in their content areas. They are available to assist teachers in other schools to plan effective instruction that is aligned with the High Standards.

Marsha Davis, 651-582 8755

marsha.davis@state.mn.us

<http://cfl.state.mn.us/bestpractice/BestPractice.htm>

CAPS Coordinators—Collaborating to Accommodate Performances Standards (CAPS) training is available for teams of regular and special education teachers to develop plans to meet the needs of students with Individual Education Plans (IEPs) within the context of the whole school. Special Education teachers are encouraged to collaborate with regular education teachers to develop a plan for each student to achieve the standards.

Region 1—Kathy Thygeson

kathy.thygeson@state.mn.us

Region 2—John Miner

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Region 3—Julie Williams

julie.williams@state.mn.us

Region 4—Barbara Hexum

barbara.hexum@state.mn.us

Region 5—Sherry Grundman

sherry.grundman@state.mn.us

Regions 6 & 8—Deb Hoyme

deb.hoyme@state.mn.us

Regions 6 & 8—Bob Kutter

bob.kutter@state.mn.us

Region 7—Charon Tierney

charon.tierney@state.mn.us

Region 9—Donna Oakey

donna.oakey@state.mn.us

Region 10—Sheila Finer

sheila.finer@state.mn.us

Region 11—Judy Wolff

judy.wolff@state.mn.us

Separate site/segregated sites/self-contained classrooms or programs—Workshops are available for educators and others who serve the needs of students receiving educational services in Alternative Learning Centers (ALCs), care and treatment centers, shelter programs, correctional facilities, day treatment, mental health and other separate site programs.

Mary Beth Schafer, 651-582-8818

marybeth.schafer@state.mn.us

Special Populations List Serve—A list serve to facilitate communication and information sharing regarding Minnesota's Graduation Standards and best practices in separate sites, segregated sites and self-contained classrooms or programs.

Mary Beth Schafer, 651-582-8818

marybeth.schafer@state.mn.us

Improvement Support Teacher (IST)—K-12 teachers who have demonstrated skills in standards-based classroom instruction and outstanding leadership in their districts have been selected to assist schools, individual educators, and parents to use best educational practices and shared decision-making in order to improve student performance. These IST teachers are available to assist teachers and other educators in integrating educational reform measures into the school's best practices. Assistance in identifying methods to engage parents and communities in improving student performance is also provided.

Amy Cochran, 651-582-8714

amy.j.cochran@state.mn.us

<http://cfl.state.mn.us/MEEP/MEEP.htm>

Community Voices in Character Education—Working with community representatives and local educators, the University of Minnesota developed resources to support the standards-based curriculum for sixth, seventh, and eighth grade students.

Connie Anderson, 651-582-8750

connie.j.anderson@state.mn.us

School to Work—School to Work Partnerships have developed plans to support student achievement of the High Standards through identifying venues for learning and achieving standards outside of the classroom. School to Work field staff are available to assist districts and partnerships to plan contextual learning for students. All School to Work partnerships and their participating school districts are implementing "Lifework Planning" for all students. Lifework Planning is an excellent means for attainment for Policy "G" of each district's Graduation Standards Implementation Manual.

Robert Cox, 651-582-8331

robert.cox@state.mn.us

MN Assessment Project—Examines ways in which students with limited English and students with disabilities can participate in the basic standards test for assessment and performance-based assessments for the High Standards.

Connie Anderson, 651-582-8750

connie.j.anderson@state.mn.us

<http://www.coled.umn.edu/nceo/Projects/MNAP.html>

District Graduation Standards Technicians—Each district has identified a person to be the key point of contact to ensure a two-way flow of information. Graduation Standards technicians will meet with Minnesota Educational Effectiveness Programs (MEEP) coordinators six times during the 2000–2001 school at 17 locations around the state.

MEEP Regional Coordinators
<http://cfl.state.mn.us/MEEP/MEEP.htm>

CFL's Continuous Improvement Web Site—Data available on financial resources, teaching staff, student background and participation, and statewide testing results.

<http://cfl.state.mn.us>

MN Staff Development Council—Workshops and conferences in Minnesota.

<http://www.mn-sdc.org>

CFL's eSchools—Technology Planning guide.

<http://www.mneschools.org>

Basic Skills Practice Test Online

<http://www.achievementdata.com>
www.master.com

Minnesota State Legislators (e-mail addresses)

<http://www.leg.state.mn.us/leg/legdir.htm>

CFL Library Development Services—Videos for loan or duplication

<http://cfl.state.mn.us/PUBRES.html>

Education Minnesota

<http://www.educationminnesota.org/map/default.htm>

Instructional Resources

Walker Art Institute-Minneapolis Institute of Art—

International award-winning Internet-based gateway for teachers, students, and parents to access the combined educational resources of the Walker Art Center and the Minneapolis Institute of Arts. Contains a database of collections and curriculum information from both museums. Many curriculum items are indexed by the Graduation Standards.

<http://artsconnected.org/>

Bell Museum, Minnesota—IDEALS provides standards-based innovative professional development for teachers and distance learning science programs for students grades 4–9 throughout Minnesota.

<http://www1.umn.edu/bellmuse/mnideals/>

Minnesota Historical Society—Thematically organized primary historical sources.

<http://www.mnhs.org/school/index.html>

Ed-U-Tech—Gives educators easy access to information on technology-enhanced teaching and learning including on-line discussions, Internet resources organized around the Graduation Standards and information on learning opportunities from the University of Minnesota.

<http://ci.coled.umn.edu/edutech/>

MnLINK Gateway—Allows user to access one web site and search six library systems across the state as well as compatible electronic databases. The Gateway will eventually connect 19 library systems.

<http://www.mnlink.org/>

KidsConnect—A component of ICONnect, a technology initiative of the American Association of School Librarians. Contains many recommended web sites for teachers, library media specialists, and students.

<http://www.ala.org/ICONN/kcfavorites.htm>

Gateway to Educational Materials—The key to one-stop access to high-quality lessons, curriculum units, and other educational resources on the Internet.

<http://thegateway.org>

Literature Web Site

<http://www3.sympatico.ca/alanbrown/kids.htm>

Government Resources for Education

<http://www.ed.gov/free>

Internet Public Library—Online books, sites by subject, encyclopedias and newspapers online, and other resources; organized much like a library.

<http://www.ipi.org>

The WWW Virtual Library

<http://www.vlib.org>

Online Reference Sources

<http://www.m-w.com/dictionary>

<http://www.onelook.com>

<http://www.facstaff.bucknell.edu/rbeard/diction.html>

<http://www.encyclopedia.com>

<http://www.Webopedia.com>

<http://www.thesaurus.com>

Web Site Evaluation Resources

<http://school.discovery.com/schrockguide/eval.html>

<http://library.thinkquest.org/50072/siteevaluation.htm>

<http://www.evalutech.sreb.org/criteria/index-frames.htm>

The Well-Connected Educator—Online publishing center and forum for the K–12 community to read, write, and talk about educational technology

<http://www.gsh.org/wce>

Classroom Connect—Information about educational products with links where educators can interact and share ideas.

<http://www.classroom.net>

Kathy Schrock's Guide for Educators—Internet sites useful for enhancing curriculum and teacher professional growth.

<http://discoveryschool.com/schrockguide>

Teacher Magazine—A variety of information for teachers.

<http://www.teachermag.org>

Weekly Reader Online—News and activities by grade level.

<http://www.weeklyreader.com>

Learning Company Online Classroom—Flyer with current events, web resources, etc.

<http://www.learningcompanyschool.com/school/resource/flyer.asp>

Ask an Expert (ERIC site)—Sixteen subject specific clearinghouses, support, services, products.

<http://askeric.org>

EduHound—K–12 education search engine with 30 different sections, including administration, technology, grants and funding and lesson plans.

<http://www.eduhound.com>

Educational Standards and K–12 Curriculum Frameworks from various states.

<http://www.putwest.boces.org/standards.html>

Page links to many resource web sites for K–12 educators.

<http://www.Ith1.k12.II.us/resources/k12.htm>

Ask an Expert in Math

<http://forum.swarthmore.edu/dr.math>

Ask an Expert Virtual Reference Desk (ERIC project)—

<http://www.vrd.org>

Primary Source Materials and the Web—Primary sources for research projects, cross-curriculum. Click on "Curriculum integration links," then on "Primary source material."

<http://www.uidaho.edu/special-collections/Other.Repositories.html>

Children's Literature Web Guide—Authors, illustrators, stories, book awards, and lessons around literature.

<http://www.acs.ucalgary.ca/~dkbrown>

Blue Web'n—Education-related sites to browse by subject.

<http://www.kn.pacbell.com/wired/bluewebn/categories.html>

Daybook Online Lesson Plans—Teacher-created searchable database of online lesson plans:.

<http://www.discoverlearning.com/classroom/daybook>

Artful Minds—Interactive web site with brain research, arts education connections, technology use and integration.

<http://library.thinkquest.org/50072>

Online Maps

<http://teraserver.microsoft.com>

<http://www.mapquest.com>

<http://www.mapsonus.com>

<http://maps.yahoo.com/py/maps.py>

Web site for Teachers around Economics, Geography, Math, Science, Humanities, and Art.

<http://www.mciworldcom.com/marcopolo>

Educational Structures—Complete lesson plans and resources in Social Studies, Mathematics, Science, and Language Arts.

<http://www.isbe.state.II.us/learn-technology/technopages/olir/web-es.htm>

A free educational math site featuring interactive math lessons. Innovative lessons use a problem-solving approach and actively engage students in the learning process. Also offers homework help, chat boards, puzzles, calculators, more.

<http://www.mathgoodies.com/>

SIMLIBRARY—Has four to five dozen simulations in Biology, Physics, Chemistry, and Mathematics. Also offers multiple resources including student and teacher guides, correlations, and curriculums.

<http://www.logal.net/>

Blackboard.com—Free service enables instructors to add an online component to their classes, or even host an entire course on the web.

<http://company.blackboard.com/Bb/index.htm>

This site gives an **overview of online education**. Delivery, what it is, what a typical course looks like, etc.

<http://www.gwsae.org/distancelearning/representation/index.htm>

Online Learning Report

<http://www.vpaa.uillinois.edu/tid/report>

Special Education Web Sites

NCIP—The National Center to Improve Practice in Special Education through technology, media and materials. Contains resources for the special education teacher to help students.

<http://www2.edc.org/ncip/>

Think Wave Educator 2.0 software review—Think Wave is a program designed to help the special educator in managing his/her tasks.

http://idonline.org/id_indepth/technology/thinkwave.htm

Web Sites for Students

Safe Kids—Student-safe search engines, tips, directories, and subject listings.

<http://www.safekids.com>

Graphics web sites—May be useful to support resource management graphics component, or any other graphic application.

<http://www.ditto.com> and <http://www.ncrtec.org/picture.htm>

American Library Association—Sites for children.

<http://www.ala.org/parentspage/greatsites/amazing.html>

Grade K–1 ABC Web Page—For learning ABCs.

<http://www.ala.org/parentspage/greatsites/amazing.html>

Calculators Online—Links to over 10,500 calculators for almost everything imaginable.

<http://www.sci.lib.uci.edu/HSG/RefCalculators.html>

Homework Central—Safe, online learning environment with over 75,000 links in 9,000 subjects.

<http://www.homeworkcentral.com>

Homework Help—Minneapolis Star-Tribune sponsored.

<http://www.startribune.com/education/homework.html>

Kids Click—Web resources for kids.

<http://www.sunsite.berkeley.edu/KidsClick>

Technology

TIES—Projects, learning resources, and technology training

<http://www.ties.kl2.mn.us>

North Central Association (NCA)—Student profile and data analysis software.

www.nca.asu.edu

International Society for Technology in Education—National standards for technology used in schools, as well as standards for staff and student technology skills.

<http://www.iste.org>

This Internet site designed to give educators easy access to the latest information on the **technology-enhanced teaching and learning**.

<http://ci.coled.umn.edu/edutech/in-service/>

NCREL—North Central Regional Educational Laboratory

http://www.ncrel.org/technology_integration

NCRTEC—North Central Regional Technology in Education Consortium: Helping schools to integrate technology into their classroom.

<http://www.ncrel.org>

National Regional Technology Consortia

<http://www.rtec.org>

NetTech—Planning, implementing, evaluating, and refining effective educational uses of technology.

<http://www.nettech.org>

Research on **technology integration** in schools.

<http://www.crito.uci.edu/TLC>

<http://www.tcrecord.org/printidkwparam.asp?@IdNumber=10477>

Milken Exchange and Educational Technology

<http://www.milkenexchange.org>

Milken Exchange—Articles, discussions, events, issues, projects and publications related to educational technology. Online assessment of technology integration skills with resources and advice.

<http://www.milkenexchange.org/welcome.html>

Jamie McKenzie’s Educational Technology Site—

Technology research, grants, articles, Internet policies, parenting, planning, design, staff development, and web resources.

<http://fno.org>

National Center for Technology Planning

<http://www.nctp.com>

State Media Program Standards Draft—Based on national Info Power standard.

<http://www.isd77.kl2.mn.us/memo/mnstandards.htm>

Education and Library Networks Coalition—Seeks to expand the use of educational technologies in schools and libraries by making sure that these entities are given the affordable rate.

<http://www.itc.org/edlinc/>



Software

Curriculum Corporation—Offers K–12 curriculum and educational software for subjects including mathematics, reading, language arts, and science. Also offers teacher resources for K–12 schools including educational software, instructional management, and student achievement.

<http://www.ccclearn.com/search> Computer

Software Review/Purchasing

<http://www.superkids.com>, <http://www.spa.org>

<http://www.techlearning.com>

Software evaluation slide show from Kentucky.

<http://www.kde.state.ky.us/oet/customer/ML/eval/sld00L.htm>

Software Vendors—Review and preview information.

<http://www.etc.usl.edu/software-preview/index.html>

Scholastic Technology Guide

<http://apps.scholastic.com/schooltechguide>

M&M Software—Free, hand-picked educational freeware and shareware.

<http://www.mmm-soft.com>