

1. Digital Learning Inventory:

Tools, software, operating systems, and equipment

- a. Videoconferencing, Skype – 30 computers in the computer room with built in web cams, 18 laptops with built in web cams, 5 computers per classroom – one with web cam.
- b. Streaming
- c. Photo sharing sites, Picassa, snap fish
- d. Video sharing sites, You Tube....teacher access only
- e. Document sharing sites, Google Docs
- f. Podcasts, we have software in the computer room (Audacity) to record podcasts.
- g. Blogs: have access to blogging
- h. Wikis: have access to wikis
- i. Social networking sites: they are blocked
- j. Ipads
- k. Bloggies for video taping

2. Do you have system for evaluating student technology literacy in the school? Is it effective or helpful?

We have a computer class for students K – 8. Assessment is accomplished through projects and electronic portfolio programs.

Teachers assess students in their classroom with individual rubrics for assigns that are computer-based.

3. What sites and tools do most of the colleagues use in our building?

Word processing, Internet, e-mail, appropriate web sites for the curriculum, Edmodo, Prezi, power point, Weebly for web design pages, wiki pages for collaborative work.

4. What tools are not presently available and would help to achieve district objectives?

Opening blocked pages. Training in areas of Ipad use, more Ipads for all students

5. Are there any sites that are blocked by firewall?

Yes, but some can be opened by special request to our district technology guru.

6. Develop a solution or suggestion on an improvement custom to my circumstance and curriculum: Create, implement and evaluate one change in a globalized lesson plan utilizing technology for learning in a meaningful way.

a. Due to our Pinterest boards with TGC I have been able to utilize several You-Tube videos that were found on other participants' boards. This year I have introduced a unit on Cultural Identity and Perspectives (This idea comes out of a Primary Source class that I took this summer) The students made their own **Identity Boxes** and shared in smaller groups in the classroom.

b. I have introduced a lesson plan on Perspectives (**Los Perspectivos**) and I read from a children's book "A Country Far From Here" by Nigel Gray to get our discussion juices flowing. This opens up the students to be able to see how one statement can have several meanings depending on where you live and your cultural background. I share the Boys from Sudan YOU-TUBE video to let them see how others perceive us in the USA. This opened their eyes to understanding how people can see things different (a bag full of

potato chips, the use of a garbage can to collect trash rather than throw it out the window of your home).

c. With 7th grade we are Skyping with a class in Guatemala and sharing a bilingual classroom through Epals. They will speak English to us and we will speak Spanish to them.

d. I share the **Diversity** You-Tube with my 8th grade as we discuss Diversity, Prejudice, and Bias after they share their Identity boxes. The discussions that have come out of this new lesson and the real-life people in YOU-Tube make the discussions more lively and deeper. There is a written piece to this lesson so that those that are too timid to share at least have their voices heard through their writing.

e. Google Earth is another web tool that allows my 7th grade class an opportunity to present information on a virtual map on the Spanish class web page on our Marlborough School home page. The students pinpoint the state that they are studying and implanting their research on the Google Earth map.

f. Edmodo allows my students to interact on homework assignments and discussions between students from California, New Hampshire, and Ukraine.