* 1. **Create a Digital Learning Environment Inventory.** It should address the following questions.
     1. What tools, software, operating systems, and equipment are available in your school and classroom? (including but not limited to: videoconferencing, streaming, photos sharing sites, video sharing sites, document sharing sites, podcasts, blogs, wikis, social networking sites, etc.)
* **Throughout the Copiague Public School District, there is one laptop computer assigned to each teacher. In addition, there are designated computer labs in the high school and Middle School. The elementary buildings (4) have 3 to 4 computers in the back of each classroom. In addition to computer labs in the high school, there are also computer/laptop carts for each department which can be signed out. That said, they are 10 years old and often take an extremely long time for students to sign in. Our computer lab in the high school however, has just been updated; this is the 2nd year it is operational.**
* **All computers have internet access through internet explore and google chrome. All teachers are equipped with Microsoft Office Suite (Excel, Word, PPt, Access, Outlook) Our emails (teachers and administrators) are Microsoft Outlook.**
* **The district uses Eschool to record student grades and attendance. All parents have access to this information via parent portals. Teachers are able to access eschool from home.**
* **The district had a recent technology grant where each classroom is equipped with NEC projectors and Smartboards. There are a variety of training opportunities for teachers for the use of such technology.**
* **Videoconferencing is available upon requires through the principal’s office. We have a part-time technology specialist to help with this. Skype is also available through teacher computers.**
* **The district coordinator has established a very strong firewall that blocks many websites from teacher and student use. Photo Sharing sites such as shutterfly, snapfish, and Picasso are all blocked on both teacher and student computers. We do have the capability to videoconference. Google documents is the only site for document sharing, but students have to set up their own accounts, as well as teachers. Students do not have official school email accounts. We do have access to Youtube to share videos, but only for teachers but not students. Blogs such as wordpress, blogspot, and edublog. There is access to Wiki links. Social networking sites such as Twitter and Facebook are blocked. If a site is blocked, a teacher can request the district technology director for it to be “unblocked”.”**
* **There is a loosely enforced “no cell phone” policy, but I do allow students in my classroom to use them for education purposes, and my principal and chairperson are aware of this policy. Many students use their phones and tablets to access websites for research, and conduct research for projects.**
* **The school’s library provides access to several research databases for student use through the following:**
  + **Infobasefactsonfile which is categorized by 6 separate subjects**
  + **NovelNY which access 11 different databases which include**
    - **Scholastic GO**
    - **eLibrary Elementary**
    - **Kids Infobits**
    - **Opposing Viewpoints in Context**
    - **General OneFile**
    - **Academic OneFile**
    - **Opposing Viewpoints**
    1. How does your school make use of school and/or teacher websites?
* **The Copiague Public School District has a website that provides access to district news, calendars, the 6 schools in the district, the BOE, district Administrators, and links to the district’s Facebook page.**

[**http://www.copiague.k12.ny.us/**](http://www.copiague.k12.ny.us/)

**There is a website coordinator in each building and the district technology coordinator is the comprehensive website coordinator.**

* **Each individual school has its own website that provides links to faculty, departments, school events, calendars, and teacher –eboards.**

[**http://www.copiague.k12.ny.us/our\_schools/walter\_g\_oconnell\_copiague\_high\_school**](http://www.copiague.k12.ny.us/our_schools/walter_g_oconnell_copiague_high_school)

[**http://www.copiague.k12.ny.us/our\_schools/copiague\_middle\_school**](http://www.copiague.k12.ny.us/our_schools/copiague_middle_school)

[**http://www.copiague.k12.ny.us/our\_schools/great\_neck\_road\_elementary\_school**](http://www.copiague.k12.ny.us/our_schools/great_neck_road_elementary_school)

[**http://www.copiague.k12.ny.us/our\_schools/deauville\_gardens\_east\_elementary\_school**](http://www.copiague.k12.ny.us/our_schools/deauville_gardens_east_elementary_school)

[**http://www.copiague.k12.ny.us/our\_schools/deauville\_gardens\_elementary\_school**](http://www.copiague.k12.ny.us/our_schools/deauville_gardens_elementary_school)

[**http://www.copiague.k12.ny.us/our\_schools/susan\_e\_wiley\_elementary\_school**](http://www.copiague.k12.ny.us/our_schools/susan_e_wiley_elementary_school)

* **Teachers are not required to have websites. They have the option to create and maintain e-boards.**
  + 1. **How are you currently utilizing technology for learning?**
* **I currently use technology in the following ways:**
  + **I utilize the projector and smartboard daily, along with PPT and Youtube for class lectures.**
  + **I utilize the student computer labs for students to research projects.**
  + **I have created an Edublog site, but have not maintained well.**
  + **I allow students to use their phones to send texts to Poll Everywhere, where we take the words and put them in Wordle.**
  + **I have a twitter account @msweller to which my students have access. I retweet news articles related to history, human rights, and education.**
    1. **From the list of global e-learning sites included below, which are available and which sites are blocked by your firewall? The only sites that you're required to explore are listed here, but feel free to look at/comment on others on the list that I have attached. Please reserve time to explore these sites and process what they have to offer.**
* **All of the following sites are available through the Copiague Firewall except *Outreach World*.**
  + - 1. **Skype www.skype.com**
      2. **iEARN www. iearn.org**
      3. **ConnectAllSchools http://www.connectallschools.org**
      4. **Peace Corps Speakers Match http://wws.peacecorps.gov/wws/speakersmatch/**
      5. **ePals http://www.epals.com**
      6. **Global Nomads Group www.gng.org**
      7. **Omprakash http://www.omprakash.org/about**
      8. **Primary Source www.primarysource.org**
      9. **Edutopia http://www.edutopia.org**
      10. **Outreach World http://www.outreachworld.org**
      11. **The UN Works http://www.un.org/works/**
      12. **Global Education Conference http://www.globaleducationconference.com**
      13. **Online Newspapers** [**http://www.onlinenewspapers.com**](http://www.onlinenewspapers.com)
    1. What sites and tools are colleagues in your building using?
* **I have only begun to explore some of the websites that teachers use which include:**

**Youtube:** [**www.youtube.com**](http://www.youtube.com)

**Engage NY** [**www.engageny.org**](http://www.engageny.org)

**History teacher.net** [**www.historyteacher.net**](http://www.historyteacher.net)

**AP Central/College Board:** [**www.apcentral.collegeboard.com**](http://www.apcentral.collegeboard.com)

**Google Drive:** [**www.drive.google.com**](http://www.drive.google.com)

**270 to Win:** [**www.270towin.com**](http://www.270towin.com)

**Quizlet.com**

**NBC New Library** [**http://www.nbcuniversalarchives.com/nbcuni/home.do**](http://www.nbcuniversalarchives.com/nbcuni/home.do)

**Teaching History.org** [**www.teachingistory.org**](http://www.teachingistory.org)

**The Teaching Channel** [**www.teachingchannel.org**](http://www.teachingchannel.org)

**The English Teacher’s Friend** [**www.theenglishteachersfriend.com**](http://www.theenglishteachersfriend.com)

**Web English Teacher** [**www.webenglishteacher.com**](http://www.webenglishteacher.com)

**Center for Teaching Social Responsibility** [**www.teachablemoment.com**](http://www.teachablemoment.com)

**The Periodic Table of Videos** [**http://www.periodicvideos.com/**](http://www.periodicvideos.com/)

**Earth Exploration Tool book** [**http://serc.carleton.edu/eet/index.html**](http://serc.carleton.edu/eet/index.html)

**Aplusmath** [**www.aplusmath.com**](http://www.aplusmath.com)

**The Math Forum** [**www.mathforum.org**](http://www.mathforum.org)

**American Memory from the Library of Congress** [**http://memory.loc.gov**](http://memory.loc.gov)

* **The high school business department offers some courses for students but not many; 21st Century Computer Skills and Web design 2.0. One of the teachers has a Coding club afterschool.**
  + 1. Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?
* **We currently do not have a system of evaluating student technology literacy in the school.**
  + 1. Gather suggestions from students on their ideas for integrating technology into their learning.
* **The following comes from an informal survey of my APUSH class and my AP Psychology class:**
  + 1. What tools that are not presently available, would help to achieve district objectives?
* **I think the biggest thing is internet access and availability. Although the school is wifi connected, students can only access it with school computers. Being there is one computer lab and a few rotating carts, it is difficult for students to access the internet. I think a 1:1 program of computers for students would be helpful. I also think that if each student had an Ipad assigned to them, along with training in proper usage, this would do wonders for many kids who do not have internet access at home. Many kids often wait outside our school’s library in the morning for it to open because they need to print something out or use the computer. Unfortunately, it is often closed for much of the day, and students do not have access. If students had some sort of assigned tablet or netbook, it could transform much of what we do in the classroom.**
  1. **Using your Digital Learning Environment Inventory, develop a solution or suggest an improvement customized to your circumstance and curriculum**. Create, implement and evaluate *one change* in a globalized lesson plan to use technology for learning in a meaningful way. (**PLEASE NOTE!** If you are unable to use technology in your classroom this week, you may do it next week and submit this assignment next week.)

**In my AP Psychology course, I created a lesson that focused on the psychology of fear. With the current Ebola crisis in Africa, and the controversy over quarantining policies in the U.S., I thought this would be a teachable moment where students could learn a little more about West Africa, as well as the international responses that have been mobilized to help stop the spread of Ebola. Students were assigned to read “The Fear Equation” written by Michael Specter for *The New Yorker.* After reading the article, I had students think of their reactions/responses to the article and develop tweets that they could send to the author, or to retweet the article on their newsfeed with a comment.**

**I was really influenced by the idea of Jacob’s Ted Talk, and mobilizing our classrooms by allowing our students to use technologies in productive and educational ways. I like the idea of having students tweet about current events, as well as history articles, etc. However, due to our school policies, I am somewhat hesitant to make it mandatory that they actually tweet, so for this first time around, I had them develop meaningful and insightful tweets, without the requirement of posting them. I also walked through my twitter feed with them (which if filled with various news sources, global education resources, major universities and schools of education, travel companies, the United Nations, and human rights groups. I demonstrated how twitter could actually be used for educational and informative purposes, rather than just for their own personal aggrandizement. The kids enjoyed the lesson, and to be honest, so did I. I would like to try and utilize something similar in my APUSH course, but I need to wait until the curriculum gets past the Civil War.**

**Wish List:**

**Plagarism Program**

**Skype**