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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.)

Each teacher in my school has a PC on their desk and 5 more computers available to students. In addition, each classroom has a Promethean Board and we can request an Active Slate in which teachers can access their board on a slate, rather than directly with their computer. Teachers can also request personal response devices, in which students respond using a clicker to multiple choice or true/false questions. The district recently unblocked youtube for teachers, but students cannot access the site (although many know ways around the blocks ☺). The building has wifi available in all classrooms. We also have 3 computer labs, although they are usually taken for testing.

* 1. How does your school make use of school and/or teacher websites?

This is our second year using the site <https://dcpublicschools.blackboard.com> and we have a teacher on site whose job it is to assist teachers with implementation. All teachers are required to input grades in blackboard, but are encouraged to use the site to upload assignments, give assessments, and make available to students other learning tools. Several teachers have been selected this year to pilot heavier use of blackboard with the guidance of our in-house teacher expert. We also have a library website, <https://destiny.dcps.dc.gov/>, with access to current news sources, online encyclopedias, and research sources such as EPSCOhost.

* 1. How are you currently utilizing technology for learning?

I use my promethean board daily for all my lessons and use the blackboard site not just to input grades, but to remind students of homework assignments and upcoming tests and quizzes, as well as house content related to homework and study guides. In the future, I hope to use the site <http://quizlet.com/> to help my students study for tests and quizzes in AP Human Geography.

* 1. From the list of global e-learning sites included below, which are available and which sites are blocked by your firewall?
		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>

My school allows access to all of the sites above, but does not provide a webcam for the use of skype. I hope to request a webcam through a donor’s choose grant or borrow one from a colleague, so I can participate in the Tony Blair Faith Foundation’s program connecting classrooms around the world virtually.

* 1. What sites and tools are colleagues in your building using?

Everyone in the building is required to use blackboard to input grades. Students and parents have access to the site to check grades. Many teachers in the building are using blackboard in expanded ways such as discussion boards, giving tests and quizzes, housing in class assignments and videos, and requiring assignment submission through blackboard. The entire Spanish department this year has started using Quizlet to help students learn vocabulary. Many math teachers also use LearnZillion in the classroom and for planning. In addition, this year, all english and math standardized assessments are done on the computer, including the PARCC exam in the spring. Many of the history teachers use the Stanford History project to help plan lessons and find primary sources. Last year, the science teachers used Schoolology for homework, but many have switched to blackboard since we adopted the program. In addition, Newsela is used for news articles on science and social studies. We have several advisory lessons a month highlighting some ELA skills and the instructional coach usually uses Newsela for these activities.

* 1. Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?

The only assessment that I’m aware of is tracking the number of student and teacher clicks on blackboard. We receive a technology newsletter each week from our in house teacher expert and he always give us data on student and teacher use. Usually, there are some shout outs for those using it the most. It’s good as a teacher to know how often students are checking blackboard and the shout outs put pressure on teachers to make sure they’re keeping up.

* 1. Gather suggestions from students on their ideas for integrating technology into their learning.

Students are always looking for more opportunities to use social media in their learning. Our school requires students to check in their cell phones upon entry, so cell phone use can primarily be used for homework. Students just recently were given access to a blackboard app they can get on their phone, which is something in which they were very interested. This allows them to easily check grades and upcoming assignments.

* 1. What tools that are not presently available, would help to achieve district objectives?

The flipped classroom, in which new material is taught through the web at home and homework is worked on with the guidance of the teacher at school, is a new trend in our district and we have many teachers in D.C. Public Schools who are trying it. However, the district does not provide enough computers in the classroom or laptop carts in order to implement this in most classrooms. Many of our students do not have the Internet access or computer software available to access the assignments at home, making the flipped classroom challenging. In addition, just assigning occasional technology based assignments is challenging, since the computer labs and laptop carts are usually taken for testing or teachers who have priority, based on what they’re teaching.

* **Using your Digital Learning Environment Inventory, develop a solution or suggest an improvement customized to your circumstance and curriculum**.
* one paragraph describing your creation and implementation of one change in a globalized lesson plan to use technology and

In my third year of teaching AP Human Geography, I continue to struggle to help students memorize key terms and concepts in preparation for in class assessments and the final AP exam in May. While many students do a great job understanding the bigger concepts in the course and improve throughout the year in writing about these concepts, they struggle with essential vocabulary for the course. In addition, the volume of vocabulary can be overwhelming. Although the students in my AP class are working at a higher level than my general education classes and have better work habits, they often are still learning how to study for tests and quizzes. For that reason, I would like to have my AP class use <http://quizlet.com/> to study for tests and quizzes. Two years ago I started having students use <http://sheppardsoftware.com/> to study for map quizzes and I found it to be very successful. With the quizlet website, I created a class and for our upcoming test on population and migration I used virtual “index cards” to help students study for the test. Some cards were already created by other teachers and some I added. Once students review the cards, they are instructed to take a quiz on those cards. As a teacher, I can view the results of those quizzes. These online quizzes will not be their test grade, but will help me monitor their use of the site and how well they’re learning the terms before the actual test.

* one paragraph evaluating what you learned in the process of creating and implementing one change in a globalized lesson to use technology.

I taught my students how to use Quizlet this week in preparation for their upcoming test. Some are already familiar with the software, because most of the Spanish teachers in the building are using it. This past week, I had my students prepare for an upcoming test on population and migration by using Quizlet. One logistical detail I learned is that I need to require students to use their first names in the creation of their usernames. If they use names such as Koolest K and GucciDre, I can’t assess their progress and give credit for studying and completing assignments. The day before the test, I had two students come to my study hall to study for the test. Together, we used Quizlet to study. I found that students prefer to be given the definition first and then choose the term. Also, students need a typed study guide to refer to and fill out as they’re using Quizlet. This is a second method of studying and also gives them a guide as to the vocabulary words that will be on the test. The two students I worked with loved completing the scatter activity and were motivated to beat the score of others who had completed the scatter. This will be a great incentive and maybe I can even give extra credit points for those who get the highest scores. Lastly, I realized that unless I tie a grade to using Quizlet, many students won’t use it and will rely on the paper study guide or not study at all. I had less than 50% of my students log onto Quizlet, which tells me I need to require its use. I hope to compare test scores from earlier in the year to the ones after students started using Quizlet. Quizlet will also be a great resource for me when I’m doing more frequent study sessions in the spring for the AP exam. I usually don’t have a lot of time to prepare for these sessions, and so Quizlet will give me a quick and easy tool to use.