

Technology Learning Environment Inventory Questions

1. What tools, software, operating systems, resources, Web 2.0 tools, e-learning sites, and equipment are available in your school and classroom? (including, but not limited to: dedicated technology personnel, tablets, smart phones, computer labs (stationary and/or mobile), videoconferencing, streaming, photo sharing sites, video sharing sites, document sharing sites, podcasts, blogs, wikis, social networking sites).
 - a. Every teacher at Kerr Middle School is issued a Dell laptop with the Windows 7 operating system. Each laptop includes the softwares Windows Movie Maker, Microsoft Office Suite, Photostory 3, Snipping Tool, Audacity, Internet Explorer, Google Chrome, Windows Media Player, Windows DVD Maker, iTunes, GIMP, and QuickTime. Each also has a webcam that can be used for videoconferencing. Every teacher has access to a projector and document camera on a rolling cart. Each also has a document camera to use with the projector.
 - b. Currently, there are three grade-level teams with a class set of Chromebooks each (6th grade Social Studies, 7th grade ELA, and 8th grade Science). There is also one mobile set that is available for checkout of the library? The Chromebooks have WeVideo.
 - c. We have four stationary PC labs with around 35 desktops each.
 - d. There are four classrooms with SMART Boards, three of which are mobile.
 - e. The campus wireless internet infrastructure was recently upgraded. Every classroom has its own access point as well as most communal areas. Students can log on to the BYOD network for wifi access on their own device.
 - f. The entire district uses GAFE and all teachers and students have Gmail and Drive accounts. Drive is used for document sharing and both teacher and student collaboration. All teachers are required to have a website creating in Google Sites and update it regularly.
 - g. Google Classroom is used exclusively by teachers who seek to have an online component to their classes.
 - h. One Algebra 1 course is using ALEKS, a purchased online Math curriculum.
 - i. There is a class set of Google Cardboard that is available for checkout.
 - j. The school has a Facebook and Twitter account that is run by our principal. There is also a KMS Professional Development Twitter account that teachers are supposed to follow. Many teachers

communicate with parents via Remind or Message Center in Skyward our SIS.

- k. e-Learning opportunities include iStation on all desktop computers and a campus subscription to Brain Pop.
 - l. Web 2.0 tools include Kahoot, GAFE, Prezi, Aurasma, YouTube, Quizizz, Skype, Nearpod, TodaysMeet, ThingLink, Blendspace, YouVisit, Fakebook, ClassTools, TubeChop, QR Codes
2. From the list of global e-learning sites and Web 2.0 tools, which are available and which are blocked by your firewall. How does your school make use of school and/or teacher websites, gradebook technology, Google Apps for Education, one-to-one education technology, flipped classrooms, etc.?
- a. The technology department in BISD seeks to remove any barriers for teachers to utilize appropriate technology in the classroom. Due to this, all of the Web 2.0 tools mentioned are available to teachers.
 - b. Kerr Middle school's website is where parents and students go to find teacher websites, calendar, school policy, and schedule information. The home page has an upcoming events schedule, campus news section, and twitter feed.
 - c. Teacher websites are used to share information about teachers, the class, and assignments or notes related to the class. Teachers are expected to post their schedule for the day and tutoring times. The website should be updated regularly and contain anything that parents and students would need for your class.
 - d. Our district gradebook and SIS is Skyward. Besides a gradebook, it provides a Message Center that allows teachers to send mass emails to all or specific classes. Parents and students also can access Skyward to see their grades anytime of the day.
 - e. Burlison ISD is a Google district. All teachers and students have Gmail and Drive accounts. Teacher websites are Google Sites. Students regularly create Google Docs and presentations using Google Slides. Many teachers give assessments using Google Forms.
 - f. There are three grade level subject teams that have a class set of Chromebooks (6th grade Social Studies, 7th grade ELA, 8th grade Science). Our district has a goal of providing a Chromebook for every secondary student within two years.

- g. There are a couple of teachers at Kerr who post videos of instruction online. However, they are to help students and parents with homework and are not a part of a flipped class.
- 3. How are you currently utilizing technology for student learning, classroom management, communication, professional development, professional networking?
 - a. My students use our class set of Chromebooks on average 4 out of 5 days a week. I utilize Google Classroom to communicate with students and post assignments. Students turn in all digital assignments here. Students regularly create and collaborate using Docs, Slides, and Draw. I also regularly use Nearpod for interactive direct instruction. They also research on their Chromebooks. This year, we have had two Skype sessions with people in Australia and Guinea. We have also used Google Cardboard this year to take virtual field trips to Machu Picchu and Brazil. I also create review games for students using Quizizz and ClassTools.
 - b. Besides email, I communicate with parents and students via Skyward's Message Center and the Remind app.
 - c. Every year I attend at least one online conference such as The Global Education Conference or EdmodoCon.
 - d. In order to enlarge my professional network, I follow other educators on Twitter and have joined several Edmodo groups.
- 4. How would you like to further evolve your use of technology in the classroom?
 - a. I would like for my use of technology to evolve more towards student creating using a variety of forms of media. I want my students to create using video. This multimedia creation does not always have to be the product of a project. In fact, I would like for it to be a learning opportunity in my class and not always the culmination of learning.
- 5. What sites and Web 2.0 tools are colleagues in your building using?
 - a. Many of my colleagues come to our grade level team for technology tools to incorporate into their classes. Most of the tools mentioned above are used throughout the campus. Besides the ones I use in my class, the Science department regularly uses

Brain Pop for supplemental instruction. The ELA department uses NEWSELA.

6. Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?
 - a. All 8th graders in the state of Texas take the Technology Literacy Assessment Test in the Spring. This assessment has not been the best source of data for us. It is difficult to gauge the effort level of our students as there is no student accountability for this assessment.

7. Is there a system for evaluating educators' technology literacy to identify areas of need and match those needs to professional development programs?
 - a. We do not have a system of evaluating educators' technology literacy. The technology department at the district level has sent out surveys asking teachers to self-assess their technology literacy and which types of professional development in which they would be interested.
 - b. The district also pays for the BrightBytes survey. This survey is given to teachers, students, and parents. All of this data is compiled and analyzed and then provided to the district. The survey asks what technology is available and how it is used. The district uses this data to inform its technology decisions.

8. Describe the professional development opportunities available to properly introduce you to and train you in the use of various technologies.
 - a. Our district has an edtech department of three people. These three people are charged with providing professional development for all teachers in regards to using technology to enhance student learning. I can schedule a one on one session with one of them or send emails asking for ideas on what tool I could use for a specific lesson. They send out a monthly newsletter highlighting new tools available and ideas on how to use them. During our Chromebook 1:1 pilot one of our Technology Instructional Coaches, Kim Estes, spent 98 hours of professional development time with my team.

9. What technology tools, professional development, funding, etc. not presently available would help to achieve your district's technology objectives and your professional technology objectives?
- a. I commend my district's slow embrace of the 1:1 mode. I have seen many districts dive in without properly training their teachers on how to best use them. As we approach a 1:1 roll out for all secondary students, I would like to see our district begin required professional development on the SAMR model (or something similar) for technology integration. It was so helpful in changing my mindset towards technology in the classroom.
 - b. MinecraftEDU is beginning to get a lot of buzz among middle schools around the country. I would like for our district to purchase the servers necessary and provide professional development.

10. How does technology help you to globalize your classroom?
- a. Technology helps globalize my classroom in several ways. Firstly, it allows my students to access resources that expose them to other cultures and issues of global significance. Secondly, it helps my students research the various perspectives on these issues. Thirdly, it provides a global audience in which my students can get relevant feedback. Finally, technology allows my students to engage with the world through video conferencing or partner classes. Before the proliferation of technology in education my students could learn about the world. But now technology allows my students to learn from and with people all over the world.