*The following Digital Learning Environment Inventory assesses the digital tools available to teachers and students at Nicholas County High School, in Summersville, WV.*

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.)
   1. In my school, every teacher has a laptop with Windows 7 or Windows 8. Some teachers have a desktop with Windows XP or later. We have one library, four stationary computer labs, five laptops carts, and one Samsung Galaxy Tablet Cart; all with Windows 7 or 8. The teacher to Computer ratio is 1: 1.5 and the student to computer ratio is 3:1. Every teacher has the use of a document camera and projector and there is one Promethean Board for each department, although the boards are very outdated and some are in need of repair.
   2. There is a classroom set of Ipads at our school, but they are reserved for our afterschool program.
   3. All computers have internet access, mobile labs use WIFI and stationary labs and all teacher desktops use Ethernet cables. The main Internet browser used is Internet Explorer. About 70% of teachers are using Google Chrome and 20% of teachers are using Mozilla Foxfire, in addition to IE.
   4. All school computers are equipped with the 2010 or 2013 Microsoft Office Suite (Word, Excel, Power Point, Access, Outlook, and Publisher).
   5. The WV State Board of Education has a contract with Microsoft with regards to software and email access. We are in the final process of switching all professional email accounts from Convergence Access to Office 365 Outlook. All students have an Office 365 Outlook account as well. We are almost finished training students on how to use Office 365. Students and teachers are also provided five downloads of Microsoft Office 2013, Lync, OneNote, and OneDrive.
   6. The teachers use EngradeWV.com for gradebook keeping and as appoint of contact between them, parents, and students. There are other features available with EngradeWV.com, but we have not had training on them yet.
   7. Lync is a great tool for videoconferencing, IM, and computer troubleshooting.
   8. Teachers and administration currently keeps in contact through AOL Instant Messenger. I use Trillian which merges my yahoo, AOL, and Trillian accounts and keeps a history of my activity in case I ever need a record.
   9. Teleconferencing and Skype are encouraged, but very few teachers use these tools. One History teacher posts lectures online for students to watch.
   10. The county technology coordinator has a firewall that blocks numerous websites from teacher and student use, including most social media sites (Facebook, Twitter) and many other sites due to key word searches deemed inappropriate. YouTube is blocked from student use, but is accessible to teachers through their Webtop accounts. Getting access to desired YouTube videos is not 100% reliable.
   11. Per school policy, students are not allowed to use their cell phones during school hours. The administration does allow student use of phones during class for educational purposes. The administration does see the value of this technology, they would like the students value is appropriate use as well. I let my students use phones as timers, stopwatches, camera, and as a reference tool. If a student is so excited about a lab, that they want to record it, how can I say no?
2. How does your school make use of school and/or teacher websites?

* 1. The county has a website: <http://boe.nich.k12.wv.us/pages/Nicholas_County_Board_of_Educa>
  2. Our school used to maintain a website through Edline.net, but since our switch to EngradeWV.com, last year, our site has not been maintained: <http://www.edline.net/pages/Nicholas_County_High_School>
  3. Nicholas County High School has planned to make the school website an ongoing assignment for the school’s journalism classes.
  4. As a rule, teachers at NCHS do not have teacher websites. There is one English teacher and one Social Studies teacher that have their own websites, but we are not mandated to have one.
  5. Teachers are discouraged from having social media accounts. We have also been told if we do have such accounts, that we are NOT to friend students on said accounts.

1. How are you currently utilizing technology for learning?
   1. Currently, I use the following technologies for learning purposes:
   2. Remind.com to send reminders and notes about upcoming assignments or tests.
   3. I have used Skype to communicate with scientists, but I don’t use it as much as I should.
   4. Online Simulations from PHET.com and Glencoe
   5. Google Drive for students to work simultaneously on group assignments.
   6. Prezi as a PowerPoint alternative for student presentations.
2. 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.
   1. All of the provided websites (see list below) are available to teachers through the Nicholas County Schools firewall. I sent a list of these sites to the County Technology Coordinator, to ensure usage.
      1. Skype    [www.skype.com](http://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](http://www.gng.org)
      7. Omprakash  <http://www.omprakash.org/about>
      8. Primary Source   [www.primarysource.org](http://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>
3. What sites and tools are colleagues in your building using?
   * 1. Since I am the School Level Technology Coordinator, (just because no one else would, not because of any special skill or knowledge, mind you) I have a basic knowledge of what my colleagues are using.
     2. Math Department is using Carnegie Learning: <http://www.carnegielearning.com/>
     3. Science Department is using NBC Learn, Google Drive, PHET.com, sciencenetlinks.com,

among others

* + 1. The following websites are used regularly by a variety of teachers in the school:
       - 1. a. Youtube
         2. b. Google drive
         3. c. Teachertube
         4. d. Nicholas County High School offers several classes that allow students regular use of technology in their instruction, including: Journalism, Computer Applications, and Yearbook (Replay It.com)

1. Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?
   1. At the moment, there is not a formal system of evaluating student technology literacy at Nicholas County High School. In years past, students were required to complete eight Techsteps lessons per year, one in each class. The lessons were supposed to instill technology literacy in our students, but the lessons were confusing, difficult, and ineffective. We no longer do techsteps. I have given several technology surveys to teachers over the past two years to see what the level of technology literacy is among teachers. The data suggests that about 80% of our teachers are not up to date on technology knowledge, nor use it regularly beyond email. Most can use a projector and document camera but is does not go past that.
2. Gather suggestions from students on their ideas for integrating technology into their learning.
   1. Based on a survey of my students (10th grade Biology students and 9th grade physical science students), the following suggestions were made:

-Every student should have a Windows Surface Tablet or similar for classwork.

-If student does not have internet access at home, a hotspot would be provided for rental.

-More opportunity to use technology in the classroom.

-If students cannot get their own tablet, then each teacher should have their own tablet cart in their room networked to a wireless printer; this would also free up three classrooms that are desperately needed. There are several teachers that have to travel to different rooms during the day and there are even classes being taught in the cafeteria.

-Handouts, worksheets, notes, assignments on a teacher website; would cut out a majority of the need for books or paper.

-Students want their teachers to be more technology literate.

-Students want to know how to make videos, podcasts, blogs, etc. They would be more excited about doing a school assignment if it included more technology like this.

1. What tools that are not presently available, would help to achieve County/State objectives?
   1. Each classroom needs its own set of laptops or tablets. We have teachers fighting over lab time.
   2. Each classroom needs a SMART board and each teacher needs trained to use it.
   3. Each teacher could use a solid week of technology literacy training before school starts each year. In the training: what’s new, what’s expected of you to use, how to use it, how to teach the students to use it. Teachers should keep a Tech Folder with the websites and tools to use with instructions.
   4. Special Education teachers and students should not be left out of this initiative.
   5. Each student needs a solid week of technology literacy training the first week of school. Students should also keep a Tech Folder.
   6. Technology Literacy should be a graduate requirement. A technological skills rubric should be implemented across curriculum to ensure that all graduates are literate in the skills necessary to be successful at the college and career levels.
   7. Technology Literacy should be on the Teacher Evaluation. As school level technology coordinator, I get very frustrated at the teachers who are always lagging behind on requirements that involve them to use technology. I would be more understanding if they actually asked for help before the day it is due. If the administration feels like a teacher needs more training in this area, they could be put on a technology use improvement plan.
2. **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.)
   1. This past week, we only had class two days due to the ACT Plan test, School Pumpkin Drop, and Leadership Team meeting. Next week I will do a lesson with my physical science class about the timeline of the Atomic Model. Usually we do this on poster board. I have been thinking about this lesson for some time and I think I have a good idea for including global literacy and technology. When you envision a timeline, you usually think of a straight line dotted with facts and dates. I will have my students use Prezi to make their timeline and instead of their timeline bouncing from date to date, it will bounce from county to county. For example, most plot Democritus at the start of the Atomic Model Timeline, so our timeline will start in Greece. Then the timeline will bounce around England, New Zealand, France, Japan, etc. (Not in that order) Students will be required to site the scientist, their contribution to the atomic model, where and when they were born and several facts about the scientists native culture, economy, history.
   2. This week, I did a lesson with my physical science class about the timeline of the Atomic Model. Usually we do this on poster board. We tried to use Prezi, but it kept asking the students to create a profile for a free trial, so I didn’t think that was a good idea. We used MS PowerPoint instead. I showed the students how to insert hyperlinks into a picture so that when they clicked on it, the link would take them to another slide. This way, their presentations could still bounce from country to country. For example, most plot Democritus at the start of the Atomic Model Timeline, so our timeline started in Greece. Then the timeline will bounce around England, New Zealand, France, Japan, etc. (Not in that order) Students were required to site the scientist, their contribution to the atomic model, where and when they were born and several facts about the scientists native culture, economy, or history. The students were pretty new to PowerPoint, but they did a very good job with their presentations. We made the main slide with the world map on it, then the students made a slide about each scientist and country, then we hyperlinked each slide back to the main slide. The only issue I had was that the students kept asking me if what they had found on the internet was ok to put on their slide. The students didn’t trust themselves to be creative on their presentation. I think this is because they are not given free rein to be creative very often. The students really got into this assignment, especially learning about the different countries. I will definitely keep doing this assignment to integrate technology and global learning into my science curriculum.
   3. From now on, I will think about each upcoming lesson and how I can use technology to enhance the lesson and make it more relevant and exciting for the students.
   4. I found a lesson I would like to try with biology, if time permits, on <http://www.glpinc.org/Classroom%20Activities/Teaching_Africa/Economics-Illiteracy-Water-Cholera--Activity_Sheet.pdf>