*The following Digital Learning Environment Inventory assesses the digital tools available to teachers and students at Highlands High School, the only high school in the Fort Thomas Independent School District, in Fort Thomas, Kentucky.*

1. **What tools, software, operating systems, and equipment are available in your school and classroom?** 
   1. All students at JMHS are provided with Apple computers running Mac operating software, through our 1:1 initiative. Teachers are also provided with MacBooks for use during the school year, and often, during the summertime upon request. When I asked for the tools/ software available from our techs, much of it relates to the basics that come w/the Mac operating system, printers, and office updates. There are a handful of programs named according to content areas (ie., Physics, Spanish avencemos 1, The American Vision, etc., but I don’t know anything about them—it’s the first I’d heard of them.) We do have tools like GarageBand and iMovie, as well as different presentation tools, plus access to many Google add-ons and apps.
   2. All teacher computers are equipped for Internet access, primarily using Internet browsers such Safari, Chrome, and Firefox, but the default is fast becoming Chrome because it is more accessible with the testing platforms. All teacher and student laptops are equipped with the Microsoft Office Suite (Word, Excel, Power Point, Access, Outlook). We also switched to gmail this year for all teacher and student email accounts, and the use of Google Drive is increasing. The use of MacBooks for teachers is a district decision—other counties may or may not have the same. We use Powerschool and Gradebook for student grades and attendance, and teachers, students, parents all have access to the grade information. All information can be updated and accessed from home. Wireless internet service is accessible throughout the school for all students and teachers.
   3. Most classrooms in my school have projectors, and many have document cameras. Some rooms have SmartBoards, but many are used as high-priced projectors. I’ve only seen one teacher actually use it as a SmartBoard, and that was minimal. Training was a one-shot deal for SmartBoards, and that was conducted years before I arrived at the school.
   4. In my classes, I feel fortunate to be able to blog, Skype, and use twitter and YouTube without firewalls. Google hangout can be iffy as far as connections working, but that is more a matter of my location within the school building than access provided. We have one video camera available for the school to share, so I typically rely on my own phone for videos and photos during classtime and activities. The only glitch I’ve encountered lately is for students to be able to view the videos sent through penpalschools, which is a program our students use to learn a little more about other cultures in an authentic way. I have to specifically request access for each student involved, from the district, who, in turn, need to unlock the student computer for a specified amount of time. I usually just end up showing the videos on my computer with the students’ individual logins.
   5. Students are discouraged from using phones at all during classtime, but are allowed this year to use phones in the hallways. I would like to try BYOD for one or two projects this year to test the proverbial waters.
2. **Select 10-15 global e-learning sites and Web 2.0 tools listed in this week's materials that you are interested in using. Which are available and which are blocked by your firewall. How does your school make use of school and/or teacher websites, grade book technology, Google Apps for Education, one-to-one education technology, flipped classrooms, etc.?**
   1. Global e-learning sites—each of which is available through my school.
      1. Twitter chats: #globaledchat = constant and live resource for sites and news, and others involved in Global Education (so many!)
      2. [Global Oneness Project](https://www.globalonenessproject.org/library)
      3. [Flipgrid](flipgrid.com) –available but not free
      4. Projectexplorer
      5. [Global Education Conference](http://www.globaleducationconference.com)
      6. [One Planet Classrooms](http://www.oneplanetclassrooms.com/)
      7. [LumenEd](lumened.org)
      8. [Pulitzer Center Lesson](http://pulitzercenter.org/builder/dashboard/0)
      9. [Cultural Jambalya](http://www.culturaljam.org/about)
      10. [Global Kids](http://www.globalkids.org/)
      11. [Kid World Citizen](http://kidworldcitizen.org/)
   2. Our School District maintains a comprehensive website to showcase news, events, faculty/ staff/ parent information, and links to each school. CCS also has a fairly new twitter account, and most schools have at least a couple of teachers who have individual or classroom twitter accounts. Each individual school has their own website, too, with administrative information, highlights, and an archive of events and news, and the majority of schools also now have Facebook pages.
   3. Teacher websites are a requirement, but only their setup. As for actually using and maintaining them? I only know one teacher who does on a regular basis. We had training to set them up, but no further asks or enforcement on using them.
   4. We use Gradebook to submit grades. Learned about Doctopus this fall for rubrics in google drive, but haven’t used it yet. Google Apps are available for our technology, but it’s really a matter of time needed to explore them. Most of us stick to a handful of apps at a time, then share what works. As mentioned earlier, we are blessed to have 1:1 technology, but it’s severely underutilized. Most kids are adept at selfies using photobooth, and accessing their favorite games and videos on YouTube, but many students have yet to understand the power of it as a learning tool. Flipped classrooms are tough, since many of our students do not have access to the internet at home. I’ve tried stations in my classroom to try and introduce them to the concept of flipped classrooms: ie., they can watch a video at one station, which will then inform their work at subsequent ones. (Hoping this will translate to flipping “for real” at some point, but access does make it a challenge.)
3. **How are you currently utilizing technology for student learning, classroom management, communication, professional development, professional networking?**
   1. I currently use the following technologies on a regular basis for student learning:
      1. **Google classroom**—this is the first year I’ve used it, so I’m getting used to it. We use it for reading and response assignments, analyzing pictures/ art, short surveys, and formative assessments. I’d like to use it more, though, especially for encouraging ongoing discussions and responses.
      2. **Skype:** I have used Skype to interact with classrooms in various places, from Nepal to Guatemala, from California to Ontario. We’ve done Mystery Skypes, compared and discussed art, asked questions, answered questions, and have just taken our first virtual field trip with the UN this week via skype—so much fun!! I am hoping to expand our use of Skype this year to create at least one collaborative project rather than a back and forth exchange of random topics.
      3. **Google Drive:** google slides, docs, forms, are all part of our repertoire, but I still feel like I need to get students to generate more, ask more questions, rather than simply use these places as repositories solely for someone else’s thoughts.
      4. I use news sites like **Newsela, NYTImes Learning Blog, Smithsonian TweenTribune** for students to read and respond. They can type in responses on the NYTimes learning blog, for example, for an authentic audience.
      5. **Blogging:** we have done quadblogging and a flick-it-on video project, as well as the Global Read Aloud Project, all of which encouraged authentic conversation. Last year, since it was the first year of 1:1, I tried having kids blog themselves—setting up their own sites, but it took a LOT longer than I’d anticipated, and we didn’t follow through as regularly as I’d have liked. Student blogs are a goal of mine for second semester this year. Blogging often includes student photography and occasional videos.
      6. **Twitter**: I have tweeted out on behalf of my students, ie., when one of them writes a guest blog on my blog. I also use twitter to send out student questions (sometimes in the form of a video!) to the greater twittersphere, and we have been fortunate to receive responses and experts willing to skype in with the classroom to answer their questions.
      7. **Brainpop and Reading A-Z:** I started to use both of these sites years ago to provide accessible resources for my struggling learners, or those who aren’t yet proficient in higher levels of English, but they are also useful and informative for older students, and those who are native English speakers. Lots of topics for all content areas.
      8. **Thinglink and glogster:** accessible and fun for my language learners, each with a variety of applications.
      9. **For professional development:** As a teacher, I use technology to seek out my own opportunities, especially with Twitter, Blogging, MOOCs, online webinars and courses, publishing articles, and budding advocacy.
      10. **For professional networking:** Pretty much the same repertoire of tech tools—Twitter is a BIG one for me, publishing articles, working with teacher leader networks, teaching others online (yay for second jobs!), leading and learning from online webinars and courses, and blogging. I do a lot of online reading, too, and am trying to respond/ comment to others more frequently.
4. **How would you like to further evolve your use of technology in the classroom?**

a. My biggest goal this year is to find more ways to move students from tech/ information consumers to producers. More use of the 1:1 gift that we have, more ways to “fail safely” in class as they try new things to deepen their learning. More ways to apply their learning authentically. The key is to do so without excessive import placed on the tech itself over the learning. Although I want them to feel more comfortable with different tech tools, I really hope to lead them to understand how much they can learn from technology and each other—as in “worldwide” each other. Podcasts, videos, and other compilations to synthesize their learning would be ideal for my language learners!

1. **What sites and Web 2.0 tools are colleagues in your building using?**
   1. I’m slowly learning what other teachers are using, but I spend much of my time with the history department, so that is what I know best. To be honest, there is very little use of tech other than powerpoints and some video clips. We have much room for growth!
      1. The following websites are used regularly some of the teachers in the school:
         * 1. a. [Youtube](http://www.youtube.com)
           2. b. [Teaching American History](teachingamericanhistory.org)
           3. c. [The WWII Museum](http://www.nationalww2museum.org/)
           4. d. [Smithsonian Reading Like A Historian](https://sheg.stanford.edu/rlh)
           5. e. [Google Drive](http://www.drive.google.com) (inc. google classroom)
           6. e[. Kahoot](kahoot.it)
           7. f. [iCivics](https://www.icivics.org/)
           8. g. Other teachers’ websites for history resources and links (teachers in different schools)

h. News outlets and podcasts: CNN Student News, BBC News, Fox News, PBS, NPR, NYTimes Learning Blog, Newsela, TweenTribune

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. Teachers use SAMR for instructional purposes, but there is no system in place for evaluating student technology literacy.
2. **Is there a system for evaluating educators’ technology literacy to identify areas of need and match  those needs to professional development programs?**
   1. We are provided with the SAMR model, and some elements of our teacher evaluation tool address integration of technology for learning/ instructional purposes. Teachers are more or less expected to seek opportunities on their own to learn about uses of technology, and different types of tech.
3. **Describe the professional development opportunities available to properly introduce you to and  train you in the use of various technologies.** 
   1. We do have a technology rep on staff, but she is also the testing coordinator, which means she is often tied up with testing demands. When she’s not, though, we can go to her with questions during our planning time or after school. There are few tech opps formally available, but we do try to introduce one tech tool with the staff every couple of months. Our biggest beef is that we are introduced to something, but then receive no follow-up.
4. **What technology tools, professional development, funding, etc. not presently available would help to achieve your district’s technology objectives and your professional technology objectives?**
   1. I know we are beyond blessed to have this 1:1 initiative in our highschool, so the basic “tool” is there. What is needed might be the following:
      1. PD opportunities during the school day—for example, when we have an early release day, let’s have a variety of tech learning opportunities to address different needs.
      2. Have the opportunities on a regular basis, not just once every couple of months.
      3. Student tech classes? Maybe part of a freshman orientation course? (which we don’t have, but have discussed how it could be useful for several things) Provide training for them, too, and we can empower them as learners who can also teach others.
      4. Maybe a student certification program for tech? Encourage and motivate them to be student leaders in a lifelong skill. They could even teach the teachers!
      5. If digital citizenship is truly valued (which we say it is!), then we probably need to have a formalized evaluation system in place. A rubric, reflection, or self-assessment of some sort.

**10. How does technology help you to globalize your classroom?**

Reaching out to others, sharing gratitude, elevating colleagues, connecting and providing an authentic audience. Providing new perspectives and opposing ones = real opportunities to practice communication and language skills, both planned and spontaneous. Heightened awareness of others in the world—breaking down walls and seeing beyond the day to day.

From original:

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.)

This week, my AP World History students examined how the expansion of religion and trade influenced the development of a variety of regions in the Post-Classical Period (600 – 1450 CE). To start, students examined the transformative nature of Islam in the Middle East, India, and various parts of Africa (North, West, East). Next, students compared how the influence of new religions (Islam, Christianity) and expanding trade routes (Sub-Saharan, Trans-Saharan, Indian Ocean) influenced the development of these same regions socially, politically, culturally, and economically. In order to make this a globalized lesson, I wanted to continue this discussion by demonstrating how this trend is still very much present in the 21st century world. Students were first asked to consider the following question: “Did the expansion of global trade improve or hurt the development of Post-Classical Civilizations?”. Students responded to the comment via Edmodo. Next, students were asked the same question as applied to the 21st century: “Does economic globalization help or hurt the development of 21st century civilizations?” Students posted their initial comments on Edmodo. Students were asked to give their opinions based on prior knowledge, and then conduct online research to see if the facts supported or refuted their opinions. Finally, students were to post their opinions (post-research) on Edmodo in 1-2 paragraphs that compared Post-Classical globalization to 21st globalization and the impacts of both. Students were also required to continue the discussion by responding to at least 3 others in the class.

* 1. Using one of the mobile computer labs, students used the following websites to examine the issues surrounding economic globalization:
     1. Economic Globalization via The Poverty Cure: <http://www.povertycure.org/issues/economic-globalization/>
     2. The Globalization Website: <http://sociology.emory.edu/faculty/globalization/index.html>
     3. Various websites found by individual students.

Upon reviewing the lesson at its creation, I learned a few things. First, my students were really excited to have a chance to learn about modern connections to very old topics. While I usually try to implement modern connections on a daily basis, I realized that using technology in this way did not take up very much more time AND it allowed students to make more meaningful connections to the content. Many of the responses on Edmodo by the end of the lesson were far more nuanced and thoughtful than what I had received up until this point. Second, the use of technology allowed students to demonstrate their levels of digital literacy to me. While many students excelled in this lesson, others were held up by the inability to conduct basic Internet research (i.e.: conducting productive Google searches). While I may assume they are digital natives, this does not mean that all digital natives are created equally; as such, when implementing such programs, I need to model these skills for my students just as I would model the skills of primary source analysis or essay writing. Next, I discovered the need to implement even more Edmodo discussions into my instruction. Up until this lesson, I was hesitant to do many online discussions only because I did not want to over-burden my students with readings, essays, AND online discussions. However, this lesson demonstrated that it did not take much more time for my students to add a quick comment to the website. Finally, while I was pleased with the overall results of this lesson, I think it could have gone better with more planning prior to the start of the lesson.