The Digital Learning Environment Inventory below assesses the digital tools available to the teachers and students at John Spry Elementary Community Academy located in Pilsen-Little Village, Chicago Illinois.

* 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. Each classroom at Spry Elementary has at least three working desktops that are meant for the classroom teacher and students to use. All of the desktops are PC’s that use Microsoft Operating Systems like Windows XP or Windows 7. Many of the teachers at my school bring their personal computers to school to use, which are mostly Macbooks. Just this year we purchased 135 Chromebooks for students to use. We have WiFi throughout building but students are discouraged from bringing their own devices. We also have a computer lab that has 33 PC’s for students to utilize during a technology special, testing, or to use for a class to do research.
2. All teacher computers and the lab have internet access that uses the following browsers: Internet Explorer (mostly on PCs), Safari, or Chrome (Google) which is mainly for the Chromebooks. All PC’s that teachers use are equipped with the Microsoft Office Suite (Word, Excel, Power Point, Access, Outlook) on their PCs.
3. Two years ago, all of Chicago Public Schools switched to using gmail for teacher and student email accounts. As a result many teachers use the features of Google drive for keeping track of data or lesson planning.
4. Teachers in CPS use IMPACT to keep track of all grades, assessments, and other important student specific information. IMPACT is where Gradebook is housed and there is now a portal through which students and parents can view student grades. However, many teachers are not able to access IMPACT at home and therefore cannot enter in grades except for when they are at school.
5. There is a firewall that blocks some websites that teachers and students might use, facebook is an example of a site that is blocked. However, teachers are able to access youtube if they enter in their CPS id and password, students are not able to access youtube. Every classroom also has a projector and document camera that uses Luna software. There is only one smartboard in the school that the music teacher uses.
6. There is Wi-Fi throughout the school so teachers can connect their personal laptops and each projector is also Wi-Fi accessible.
7. Spry Elementary School does not have access to videoconferencing. On the desktops there are a few different resources that teachers can use such as Safari montage (video streaming), google apps for education like google drive, google calendar, and gmail. You tube is available for teachers to use. In the computer lab there is more software such as audacity (sound editing), gimp (photoshop but free and open source), inkscape which is similar to adobe illustrator and is a vector editing program that allows students to draw with math --free and open source.
	1. **How does your school make use of school and/or teacher websites?**

 All teachers use gmail and google drive, both students and teachers share documents on google drive. All teachers plan their lesson plans using google docs and submit them to a folder for their grade level on google drive. Students who are in third grade and up are able to log into gmail accounts. Students can only receive and send email through their cps.edu gmail address though. We have a school website with a calendar of events, documents to download for parents, links for students to use for research and educational games, and a staff website. Edmodo is available for school use and some teacher do use it. Other free websites teachers use are Netflix and teacher tube and some teachers have done blog like some after school programs, but they are not very common. Some teachers also have IPads that they use with students.

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

I use technology for learning by using a program called Raz Kids for my students. I also show my students youtube videos to model math skills such as a strategy for remembering nine times tables or how to convert improper fractions to mixed numbers. I have also use videos from Khan Academy in order to teach students how to solve for a variable or complete a systems of equations problem.

* 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 provided websites (see list below) are available to teachers through the Spry Elementary School firewall.

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

The sites they are using include

* Youtube: [www.youtube.com](http://www.youtube.com)
* Google Drive: [www.drive.google.com](http://www.drive.google.com)
* Edmodo: [www.edmodo.com](http://www.edmodo.com)
* Various news outlets: CNN, PBS, NPR
* Raz Kids: <http://www.raz-kids.com/main/Login>
* IXL: <http://www.ixl.com/>
* Netflix: <https://www.netflix.com/?locale=en-US>
	1. **Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?**

 As far as I know there is no formal system for evaluating students’ technology literacy in the school. This is something I believe our technology coordinator can do in the future though.

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

 My students like being able to use Raz Kids and IXL online and would like to be able to do that more often. They also would like to watch more youtube videos. They are not aware of the other resources out there though.

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

Tools that would help allow for more technology use in the classroom are to provide more opportunities for teacher to learn about how to use technology in the classroom. Right now, our district does not provide much PD opportunities for teachers to learn about new tools and sites to support instruction. I think using a more formal 1:1 program would allow for teachers and students to use technology on a daily basis. Before this can happen though, our school and many schools would need more technology available in each 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.) To document and reflect on this change, please submit two paragraphs (include these in the same word document as the Digital Learning Environment Inventory):**
* one paragraph describing your creation and implementation of one change in a globalized lesson plan to use technology and
* one paragraph evaluating what you learned in the process of creating and implementing one change in a globalized lesson to use technology.

The lesson plan I used is about Building Background: A Short History of Human Rights. This is from the Unit we are currently studying and the main text is the Universal Declaration of Human Rights (UDHR). This lesson already incorporated technology as students needed to watch a four minute UNICEF video on Youtube called “For Every Child” (2010). I decided to change the lesson in order to incorporate more opportunities to use technology because I thought it would help my students gain a deeper understanding of human rights. First they watched the UNICEF video and paused it to take notes on the connections they made between the video and UDHR. Afterwards I gave them another website to go to (that I had researched in advance) that was kid friendly where they could watch additional short video clips on the different rights children are entitled to (www.humanrightseducation.info). Giving them time to watch videos on another website was a change to the lesson plan. Although some of the videos were not available to watch at the time, my students were still able to view a few of them. As they watched them they continued to make connections to the articles in the UDHR and human rights children should have. Following that, I closed out the lesson with students answering one question for me, “How does one of the videos you watched connect to the UDHR?” I gave my students a sentence frame to help them start their response and I only required them to write two sentences. Another change I made was that they had to write their response in an email and send it to me rather than write it on paper. I thought this would make answering the question more engaging for my students since they needed to write me an email.

In modifying this lesson plan by adding more opportunities to use technology I learned many things. One, students need very clear step-by-step directions when using technology and typing in websites. On the flip side I learned that students are savvier with technology than I predicted, which really helped students to stay engaged and motivated. Two, I learned that students were completely engaged in the task and were able to make many connections as they watched the videos and I think it was because they were able to use the Chromebooks and the videos supported the visual learners. Three, I learned that students get very nervous about spelling and want to make sure they spell words correctly. I noticed this as they asked me how to spell words as they were writing their emails. This made me realize that I need to spend time showing them how to use the spell check feature. Additionally, in watching my group type their email response I was reinforced in thinking that our school needs to offer a typing class and it should be required. I also noticed that writing an email with their response instead of writing their answer on paper made the task much more engaging and students got started right away. Lastly, I also learned that technology can be inconsistent and sometimes videos that worked when you watch them earlier do not work when you need your students to watch them. Therefore, it’s important to have a backup plan, such as another website to look at, if what you planned does not go through. Finally, the biggest take-away for me was in realizing that it’s much easier to incorporate technology than it seems and sometimes you just have to jump in and try it because the benefits outweigh the worries that might prevent you from starting.