

**Putnam Valley Central School District**  
**Technology Plan 2009-2014**

## **Putnam Valley Central School's District Technology Committee Membership**

The Putnam Valley Central School District Technology Committee is composed of the chair people of each of the three building level committees (High School, Middle School, Elementary School), parent representatives (PTA and PTSA), administrators, and a representative of the Board of Education. The District Committee meets every other month throughout the school year.

Building level committees are composed of representatives from every grade level and/or department, librarians, building level technology teachers and building level technology specialists. Building level committees meet monthly.

### ***District Committee Members***

- Edward J. Hallisey                      PVMS Principal - Chairperson
- Paul Lee                                      Assistant Superintendent for Business
- Frank Reale                                Board of Education
- Keith Fiore                                 PVHS Technology Committee Chairperson
- Michael Hanna                            PVMS Technology Committee Chairperson
- Michele Rose                              PVES Technology Committee Chairperson
- Ann Chesnut                               PTSA Representative
- Gail Orefice                                PTA Representative

## ***Plan Summary***

The Putnam Valley Central School District has developed this technology plan scaffolding upon the successes of past plans. The ultimate goal of enhancing teaching and learning through the use of technology remains the foundation for our future growth.

The plan builds on the District's Mission Statement and uses technology to enrich learning in our daily school programs while preparing our students for postsecondary education and the 21<sup>st</sup> century workplace.

Additionally, the Technology Plan is designed to serve as a living document. As such, on-going review and modifications are essential if the plan is to effectively produce the intended outcomes.

# Mission Statement

## ***The Child First and Foremost Building a Foundation for the Future*** **Mission Statement**

**Putnam Valley Central School District, in partnership with our families and community, is committed to ensuring a student-focused, safe and challenging environment in which students understand and assume their responsibility for life long learning, work to achieve their personal best, and become productive citizens in a diverse global society.**

### **A life long learner who:**



- demonstrates proficiency in a core foundation of academics
- possesses skills to pursue success in future endeavors
- participates in or/and appreciates the arts
- utilizes available resources and technologies
- demonstrates complex thinking, problem solving and decision making skills
- takes risks that lead to positive outcomes in learning
- demonstrates self-awareness, initiative, motivation and determination to achieve personal best



### **Life Long Learner**

### **A cooperative worker who:**



- thinks independently and successfully collaborates with others
- respects individual and other points of view
- investigates, evaluates and revises ideas with an open mind

### **Cooperative Worker**



### **An effective communicator who:**

- demonstrates competency in reading, writing, listening and speaking for a variety of purposes
- appropriately uses multiple forms of expression to enhance and improve knowledge

### **Respectful and Responsible Citizen**

### **A respectful and responsible citizen who:**



- functions appropriately in family, workplace, community and society
- makes informed moral judgements and ethical decisions
- recognizes and responds to the needs and rights of others
- actively engages in the enhancement and preservation of the environment
- participates in the democratic process
- demonstrates an awareness of community and responsibility to the community

### **Effective Communicator**

### **A physically and mentally healthy individual who:**



- understands and exercises effective mental and physical health practices
- demonstrates confidence and self-worth in positive risk taking endeavors
- assumes responsibility for his/her actions

### **Healthy Individual**

The Putnam Valley Central School District believes in the effective integration of instructional technology into the teaching and learning process. Information technology is pervasive in our culture and the district continues to adopt appropriate elements in support of its core mission of educating children. While formulating our technology plan, the goals and objectives have been aligned with the Putnam Valley Central School District Mission Statement.

## ***Plan History & Review***

The Putnam Valley Central School District is in the sixth year of a one- to-one laptop program. We currently have 1,500 laptops in the hands of all students in grades 4 through 12. All students in grades 7 through 12 are afforded the opportunity to take their laptop home daily. All 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students each have their own laptop with classroom charging and storage stations. The hope is to have 6<sup>th</sup> graders take their laptops home later in the school year. This is a trust and responsibility-building initiative incorporated into our technology program. Additionally, we provide a grade level set of laptops for all students in our Elementary School. The 2010-11 school year will have a laptop in the hands of all students in grades 2 through 12. Equally of importance, every teacher and teacher's aide in the District has a laptop.

All staff members district-wide have been trained on OSX, PowerSchool, PowerGrade and TechPaths as a minimal level of professional development. All classrooms have networked printers, speakers and projectors. Every classroom in the District has a SmartBoard and projector. In addition to SmartBoards, some classroom teachers are equipped with, and are using, iPods and ELMO's in their instructional practices.

The deployment of laptops and training for teachers began in August of 2004. The project officially began with student use on April 1, 2005 with a deployment of laptops to all seventh grade students. During the 2005-2006 school year, the project grew to include all 7<sup>th</sup> and 8<sup>th</sup> graders having individual laptops. During 2006-2007 the project moved to the high school to include grade 9. The 2007-08 school year has laptops in the hands of all students in grades 6 through 11. In 2008-09 we had all students on the High School/Middle School campus in grades 5 through 12 will have their own laptop. Please refer to our presentation link, [http://www.pvcsd.org/MS/info/Designing\\_1-1\\_3\\_07sci.php](http://www.pvcsd.org/MS/info/Designing_1-1_3_07sci.php)

We are proud to say that we have given the technology to the people who best know how to use it -- our students. Our school culture has truly changed as we have created a reciprocal learning environment. Our students are willing to learn from our teachers, just as our teachers are equally willing to learn from our students. It is not uncommon for a student to introduce a new or more efficient way to use the technology. We have also created what has been recently described as a "fearless" environment where students and staff are encouraged to take risks with new applications, presentation formats and instructional practices. It is, in fact, very exciting!

The one-to-one laptop program has changed the way we think about technology. In years past we would sit around a table and try to decide how we could possibly "try to push a computer into classroom instruction." Now, we have created a vision for our students where they actually "use" the technology. Our vision evolves as quickly as the overall field of technology changes and grows. The days of a stagnant technology plan are long gone.

Staff training and support are still the defining difference. We have 100% participation from staff. Teachers share everything they learn with their colleagues and continue to ask for, and take, additional training classes. It is important to note that our initial cohort of teachers were trained on a Friday night and all day on Saturday. They wanted to minimize the loss of classroom instruction time. Despite the fact the District was willing to pay in-service credit time for the weekend work, no teacher filed a claim to be paid. They simply wanted the time to be treated as professionals and be involved with intensive, high quality training. This is truly a tribute to our teaching staff.

Teachers are able to differentiate their instructional practices via the laptops to meet the diverse needs of all learners. District-wide we have a Board of Education goal to create a paper-less environment. Teachers have implemented activities that engage students in project based learning requiring higher order thinking skills. We use a variety of digital tools to inform instruction: StudyWiz, TechPaths (curriculum mapping software), data warehousing, Study Island, School Island, Quia, BrainPop, United Streaming, Blogspace, WikiSpace, and teacher created web quests to name a few. We are incorporating audio books through the use of school purchased iPods into our Academic Intervention Services (AIS). As opposed to the traditional oral presentations where students stand up in front of the class and read from 3x5 index cards, they are now producing podcasts to provide evidence of their learning. They eagerly share their projects with others. This sharing not only includes fellow students, but has grown to include family members as well. A number of students are bringing their grandparents into the digital age!

Teachers regularly use technology for administrative functions. All grading, attendance and report cards are generated through PowerSchool. The dissemination of daily notes, attendance and memos is completed through staff email accounts.

Students are being taught the lessons of responsibility and trust. They have exceeded expectations and continue to amaze us with what they are capable of achieving. Students recognize they are being provided a true gift and take their use of a laptop as a privilege. We have never locked down our system due to inappropriate activity. Students are learning first hand cyber ethics and responsibility.

Students take pride in their work. They learn through inquiry and collaboration while actively seeking new avenues to access information. Our students apply critical reading skills to acquire, analyze and synthesize information. Students readily access and use web-based resources for learning and have easily adapted to the new tool sets of 24/7 learning and community building to engage with content and publishing their work. As part of what we do, our students routinely save, archive, transfer, manage and organize their digital files. They engage in an on-going process of reflection and revision regarding their learning. We are proud that in the Putnam Valley Central School District students have become proficient in the use of advanced software applications enabling them to use multi-media presentations to provide evidence of higher-level learning.

At the present time, all 4<sup>th</sup> through 12th grade students have equal access to individual laptops, creating an equitable environment for all of these learners. All stakeholders in the educational community continue to work together to improve the culture of teaching and learning via the laptop program.

All the necessary components -- financial support, infrastructure, staff development, parental, staff, community support, and external resources are in place to successfully launch, implement and sustain the continued use of laptops within the Putnam Valley Central School District. This project is not “owned” by any one individual or group. It is a truly a community enterprise.

We have built a culture whereby educational and technological risk taking is valued and encouraged. There is no greater learning environment!

## ***Section 1: Clear Goals and a Realistic Strategy***

### **Putnam Valley Central School District District Technology Goals**

**Goal:** Students will use technology to master basic skills.

**Strategies:**

- Students will use technology tools to actively engage in basic tasks such as writing, reading, listening, speaking, and numeracy.
- Students will engage in an ongoing process of reflection and revision regarding their learning and the quality of their work.

**Goal:** Students will demonstrate technology proficiency.

**Strategies:**

- Students routinely save, archive, transfer, manage, and organize digital files.
- Students will easily adapt to new toolsets, 24/7 learning, and community building to engage with content and publishing their work.

**Goal:** Students will use technology tools to master 21<sup>st</sup> century skills.

**Strategies:**

- Students will use a variety of technology tools to demonstrate evidence of learning.
- Students will take greater pride in and responsibility for their work and the work of their peers, contributing to a change in the culture of the school community.
- Students collaborate easily and seek to share their knowledge with other students and teachers creating a reciprocal learning environment.
- Students learn through inquiry and collaboration, actively seeking new avenues of learning.

**Goal:** Students use of technology tools will contribute to self-actualization.

**Strategies:**

- Students will apply critical reading to acquire, analyze, and synthesize information.
- Students will apply mathematical and scientific principles to solve real world problems.

**Goal:** To have district-wide use of our Student Information System.

**Strategies:**

- To have all buildings use Student Information System (SIS) for report cards.
- To integrate our SIS software with our Special Education software system by working directly with IEP Direct to import Special Education data into the PowerSchool system.
- To use the SIS system to effectively record and report medical data by streamlining and sharing of medical information between the Nurse's Office and the Athletic Department.
- To use the SIS more effectively with the Transportation Department by creating a streamlined process for Transportation through the enrollment process.

**Goal:** To increase communication and public relations (PR) of our technology initiatives to the community.

**Strategies:**

- To use PR and Key Communicator programs to encourage community support of our technology initiatives.
- The use of an email list of key communicators for immediate and ongoing communication.
- To use the media to provide positive coverage of the need for this type of knowledge/ability in today's learners.
- To hold an annual Technology Fair showcasing exemplary student projects.
- To develop community involvement in district technology initiatives, i.e., adult education classes and senior citizen involvement.
- To use the District "Spotlight" to highlight student technology successes.
- The continued development of the District Website into an information center for the entire community. <http://www.pvcasd.org/>

**Goal:** The District will explore the creation of a Technology Integration Specialist at each level. This individual would work collaboratively with staff in their classrooms in the use of technology tools.

## **Section 2: Professional Development**

Professional Development (PD) in the Putnam Valley Central School District is a year round initiative. The district has made a commitment to support the advancement of technology in the classroom and the continuing education of our faculty on how to effectively incorporate the technology into their daily lessons.

Initially, Apple Professional Development Online gave our teachers a turnkey solution for training. Teachers found numerous integration projects that would be successful in their own curriculum and provided the technical knowledge in an easy to understand format. Staff development, being the key to our success, was designed at first using Apple trainers to help establish classroom routines, along with expectations and terminology to be implemented consistently throughout the school.

The past few years we have built our own internal capacity for staff development. We also utilize the LHRIC through the efforts of Leslie Accardo and Mary Lynn Collins to provide on-going technology advancement and in-class training. The use of blogs and wiki's as shared educational space has significantly added to our growth process. We are fully involved with the implementation of the Department of Education Web 2.0 initiative.

During the summer of 2007, we ran our own technology institute coordinated by Edward Hallisey, the Middle School principal. We offered a minimum of one workshop every day from July 6 through August 30. (See Professional Development Addendum 1 below for complete listings and dates) With the exception of 2 classes, which were offered by Leslie Accardo and Mary Lynn Collins from the LHRIC, this was completely staffed by in-house teachers who utilize the technology in their daily classroom instruction. This not only provided realistic training, it also allowed for networking and coaching to be established. Teachers now have a person on staff to go to when implementing something new into their instruction. This training was open to all staff members with workshops designed to meet the specific needs of teacher aides and secretaries. The district paid all attendees their contractual rate of \$40.00 per hour to attend, thus indicating the District's continued commitment to the integration of technology and meeting the staff development needs of all.

The summer of 2008 was filled with workshops offered solely by our own staff. (See Staff Development Addendum 2 below) We moved our instructional design model for these classes to a new level. Each class met on 2 days for a total of 8 hours. Day 1 met for 5 hours that included direct whole group instruction along with guided group work. Day 2 met one to two weeks later, where each student presented lesson plans and a best practice that they have developed as a result of the training they received during Day 1. The presentations were filmed so that we can start to create a video library of "best practices" to be shared with all staff. Again, the District is committed to building a professional learning environment for staff and students alike. Teaching and learning remains our mission.

During all Superintendent's Conference Days (2 full days yearly) and Staff Development Days (4 half days) yearly, all PVCSD K-12 teaching staff are able to engage in staff development regarding best technological instructional practices. This is accomplished by the sharing of best technological practices as it relates specifically to the different content areas within English/Language Arts, Social Studies, Math, Science, Art, Music, Health, Physical Education, Library/Media, Languages Other than English, Physical Education.

(Staff Development Addendum 1)

## ***Summer Educational Technology Umbrella Program (SET-UP)***

### **Summer 2007**

Please select the workshops you wish to register for by sending an email to: ehallisey@pvcasd.org. In the subject line please write SET-UP. Indicate the title, the instructor and the date of each individual class. Classes with the same title, despite different instructors are the same class – you may only take the class once. When I receive your registration check, you will get an email from me confirming your registration. I would like to have registration completed by June 22, 2007. Enjoy the last seven days of school!

<b><u>Title</u></b>	<b><u>Instructor</u></b>	<b><u>Date</u></b>
StudyWiz/Scanners – Classroom	Kris Thornton	7/10-11
Laptop use for Teacher Aides	Laura Sherwood	7/10
StudyWiz/Scanners – T. Aides	Laura Sherwood	7/11
Using Podcasts in Your Classroom	Cheryl Kahn	7/12
StudyWiz – Train the Trainers	Gordon Shue	7/12-13
Troubleshooting the Laptop	Laura Sherwood	7/13
iPhoto/iMovie/iDVD/Photobooth	Mike Hanna	7/16-17
What Wiki’s Mean to Instruction	L. Accardo & M. Collins	7/18-19
Word/Excel/PowerPoint/Scanners	Keith Fiore	7/18-19
Google Earth	Mike Hanna	7/20
SmartBoards	Keith Fiore	7/23-24
GarageBand	Mike Hanna	7/25
Laptops in Your Classroom I	Bradfield & Miench	7/26-27
StudyWiz/Scanners – Classroom	Kris Thornton	7/30-31
Intro to Blogging	Mike Hanna	7/30
Dynamic Web Pages with iWeb	L. Accardo & M. Collins	8/1
Laptops in Your Classroom II	M. Bradfield	8/2-3
Word/Excel/PowerPoint/Scanners	John Pellegrino	8/6-7
Laptop use for Teacher Aides	Laura Sherwood	8/6
StudyWiz/Scanners – T. Aides	Laura Sherwood	8/7
Troubleshooting the Laptop	Laura Sherwood	8/8
StudyWiz – Train the Trainers	Gordon Shue	8/9-10
How to Podcast your class	Keith Fiore	8/9-10
iPhoto/iMovie/iDVD/Photobooth	Keith Fiore	8/13-14
StudyWiz/Scanners – Classroom	Kris Thornton	8/13-14
Designing Web Quests	John Pellegrino	8/15
Laptops in Your Classroom I	Bradfield & Miench	8/16-17
SmartBoards	Instructor: Heather Miench	8/20-21
GarageBand - Advanced	Michael Lee	8/22
Laptops in Your Classroom II	M. Bradfield	8/23-24
OSX/PowerSchool/PowerGrade_	Mike Hanna	8/27

(Staff Development Addendum 2)

## **Summer Educational Technology Training (SETT)**

### **Summer 2008**

Please select the workshops you wish to register for by sending an email to: [ehallisey@pvcasd.org](mailto:ehallisey@pvcasd.org). In the subject line please write SETT. Indicate the title, and the date of each individual class. When I receive your registration check, you will get an email from me confirming your registration. Please have your registration completed in full – inclusive of checks -- by June 13, 2008.

### **Dates**

July 7 - Day 1 & July 14 - Day 2  
July 8 - Day 1 & July 15 - Day 2  
July 8 - Day 1 & July 15 - Day 2  
July 9 - Day 1 & July 16 - Day 2  
July 10 - Day 1 & July 17 - Day 2  
July 10 - Day 1 & July 17 - Day 2  
July 11 - Day 1 & July 18 - Day 2  
July 16 - Day 1 & July 29 - Day 2  
July 21 - Day 1 & July 28 - Day 2  
July 21 - Day 1 & July 28 - Day 2  
July 22 - Day 1 & July 28 - Day 2  
July 23 - Day 1 & July 30 - Day 2  
July 23 - Day 1 & July 30 - Day 2  
July 24 - Day 1 & July 31 - Day 2  
July 24 - Day 1 & July 31 - Day 2  
July 25 - Day 1 & August 1 - Day 2  
July 25 - Day 1 & August 1 - Day 2  
August 4 - Day 1 & August 11 - Day 2  
August 5 - Day 1 & August 12 - Day 2  
August 6 - Day 1 & August 13 - Day 2  
August 7 - Day 1 & August 14 - Day 2  
August 8 - Day 1 & August 15 - Day 2  
August 26 – 1 Day Only  
(New Teachers to the District Only)

### **Workshop Title**

StudyWiz I – Classroom Application  
StudyWiz II– Classroom Application  
Troubleshooting the MAC/Tips  
StudyWiz – For Teacher Aides  
SmartBoards I for Teacher Aides  
Intro to iPhoto, iMovie & Inspiration  
SmartBoards I  
Geometers Sketchpad/Crit. Thinking  
SmartBoards for Math  
Classroom Technology for Elem. Teachers  
SmartBoards for Science  
SmartBoards for ELA/Social Studies  
Intermediate Excel  
Laptops in the Classroom I  
Advanced PowerPoint  
Laptops in the Classroom II  
Basic PowerPoint and Kidspiration  
Office for Mac Workshop  
What's on My Mac?  
Web Pages with iWeb  
Blogging  
Podcasting  
OSX/PowerSchool/PowerGrade

### **Section 3: Needs Assessment**

Provide a status of the existing technology:

**Telephone system:** Each of the three schools has an AVAYA/Lucent telephone system interconnected through CENTREX. The capacity and scalability meet the needs of the District.

**Building Infrastructure (e.g., electrical capacity, cooling system):** Each of the three schools has all the instructional areas served by a least two or more Cat5e drops, most of the classrooms have at least one or more multimode fiber drops, and all three schools are completely wireless through managed IEEE 802.11g networks.

The HS/MS campus and the ES campus are networked together via a 10 gigabit fiber optic connection.

Electrical wiring is upgraded as required for the installation of ceiling mounted projectors and wall mounted Smartboards.

#### **Computer hardware and software:**

- Laptop Initiative.
- Wireless network is continuously upgraded.
- Supporting servers: mail, Network Attached Storage systems, Firewalls, web, DHCP, etc are continuously upgraded.
- ES, MS & HS have Smartboards and projectors in each classroom.
- District wide Internet access.
- Fiber service through the LHRIC.

Based on the current technology, describe new technology needs, such as:

- Adding a firewall or replacing servers or adding upgrades to phone system are not necessary at this time.
- The addition of network switches, adding cable drops, installing a new network or classroom/lab materials are also not needed at this time. These additions have been in place and will be continuously monitored for improvement and upgrades.

Describe maintenance needed for new and existing equipment. How often will the technology be serviced? (e.g., daily, weekly, monthly, etc.)

- The Technology Team continuously maintains the technology infrastructure to provide excellent service levels.

What are the characteristics and capabilities of the equipment? (e.g., age, model, year, memory, etc.)

- Technology is continuously updated, upgraded, and refreshed.

The District budget provides adequate financial resources to acquire all necessary resources.

***Section 4: Budget – see next page***

**Technology Plan Budget Information**  
**Erate Funding Year - July 1, 2010 - June 30, 2011**

**District Name: Putnam Valley Central School District**

Provide the budget number for the following resources for the 2010-2011 school year based on your technology plan, current district budgets, and your estimation of additional expected costs you will have relative to new technology initiatives planned for 2010-2011

<b>Total Budgeted Amount</b>	<b>\$1,207,282.00</b>
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Optional Worksheet to assist in determining the total budgeted amount

Category	Estimated Budget	Examples Include but are not limited to
Hardware	\$442,000.00	computers, printers, fax machines, video equipment, scanners, CD-ROM drives, and servers
Professional Development	\$15,000.00	Ongoing technology-related training for technical staff, teachers and / or librarians
Software	\$17,768.00	end-user applications
Retrofitting	\$55,653.00	electrical wiring, asbestos removal, building modifications, renovations and repairs
Maintenance	\$217,274.00	Information Technology systems maintenance and operations costs Materials and Supplies
Other	\$459,587.00	Salaries for instructional salaries and technical staff

<b>Total:</b>	<b>\$1,207,282.00</b>
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## **Section 5: Evaluation**

Staff, students and parents are surveyed annually to assess our progress and identify areas for growth. This online survey is provided through research designed by Apple. The observational process provides direct and documented evidence of the incorporation of laptops into the culture of our school. The surveys audit areas including: learning strategies, organizational skills, engagement, relevance, collaboration, classroom environment, students' perceptions about the learning environment, effects of laptop use on work habits, effects of laptop use on learning, students' perceptions of how laptops have helped them to learn content and skills, home use of technology, effects of technology, supports and barriers to the use of technology, teachers' perceptions of the technical support available to them, technology professional development, laptop use at home, parent observations about how much time the child spends using the laptop at home, types of activities the laptop is used for, and frequency of schoolwork.

The district is looking to establish an overall project portfolio that includes student work utilizing digital media tools and direct evidence of stated outcomes.

Teachers set and meet goals designed in their individual professional growth plan surrounding the use of technology. By tracking internal support mechanisms, evidence supports the decrease in student behavior referrals, increase in attendance, decrease in tardiness, and improvements in turn around time related to hardware and software service that leads to increased instructional time.

Additionally, with the assistance of Leslie Accardo from the LHRIC, we have worked with John Costa. We are designing an evaluation format that indicates our progress as compared to 21<sup>st</sup> Century Skills. The four qualities defining academic achievement include:

- **Digital-Age Literacy** inclusive of basic, scientific, economic and technological literacies, visual and information literacies, multicultural literacy and global awareness.
- **Inventive Thinking**, which includes adaptability, managing complexity, self-direction, curiosity, creativity and risk-taking, higher-order thinking and sound reasoning.
- **Effective Communication** that defines teaming, collaboration and interpersonal skills, personal, social and civic responsibility and interactive communication.
- **High Productivity** includes prioritizing, planning and managing for results, effective use of real world tools and the ability to produce relevant, high-quality products.

In preparation for this work, we set up a process to modify the traditional committee model. We filmed a series of informational sessions with John Costa and myself and produced them as podcasts. We then invited teachers to provide feedback via Survey Monkey. We used this information to continually design and meet the training and classroom needs of our staff. I believe this revolutionizes the process in which our school conducts business.

The following are assessment strategies that will be taken into consideration over the term of the technology plan. We may use a variety of these methods to assess the success of our technology initiatives:

**Document Analysis:** Document analysis is the systematic examination of instructional documents such as syllabi, assignments, lecture notes and course evaluation results.

**Experiments:** In an instructional setting, experiments refer to a variety of research designs that use before and after comparisons to measure the effect of an instructional activity, innovation or program.

**Feedback Devices:** Feedback devices include a variety of qualitative, formative assessment techniques based upon a learner-centered, context-specific approach to instruction. Examples of feedback devices include minute papers, focused listening, concept maps, journals, student self-assessments, and narrative reactions to assignments, activities, and exams.

**Focus Group:** A focus group consists of a small number (8-12) of generally similar individuals who provide information during a directed and moderated interactive group discussion.

**Interview:** An interview is the one-on-one directed conversation with an individual using a list of questions designed to elicit extended responses.

**Observation:** In an instructional setting, observation typically refers to the systematic observation of classroom instruction using established measures of observable behavior or a simple narrative recording of the instruction. In a program context, observation may also include the observation of non-public program processes and observations.

**Product Analysis:** Instructional products are any student created objects, portfolios, assignments, or writings designed to demonstrate learning. Responses to exam or quiz items may also be considered a type of instructional product.

## **Addendums:**

### **Existing Resources- Software**

Presently in the Putnam Valley Central School District we have a number of software titles that have been purchased to supplement the State Curriculum as well as encourage student learning in a computer lab situation. The district has purchased a large number of titles over the years, which are continuously updated on a yearly basis.

In the Elementary School the following software titles are being used:

Microsoft Office (Word, PowerPoint, Excel)	Oregon Trail
Thinkin Things – Collection 1	Thinkin Things – Collection 2
Storybook Weaver	The Graph Club
Kid Pix	World Book Encyclopedia
Inspiration	Kidspiration
Print Shop	Key Skills for Lang. Arts & Math
Timeliner	Type to Learn Jr.
Type to Learn 3	Stationary Studio
Zoombinis Logical Journey	Bailey’s Book House
Millie’s Math House	Sammy’s Science House
Math Essentials I: Addition and Subtraction	BrainPop
Math Essentials 2: Multiplication and Division	

In addition: Students in all grades use the Internet

The Internet has now become a resource that is used more and more by all grade levels. Through the use of these pieces of software, the curriculum that is taught in their classrooms is directly supplemented. Many of the titles that are used and taught in the computer lab are also installed on the classroom computers. Any work that is started in the computer lab can be finished or continued in the classroom. This setup allows for both the classroom and computer teachers to support what is being done using technology.

The faculty at the Elementary School uses the following:

Microsoft Office (Word, PowerPoint, Excel)	iLife (iPhoto, iMovie, iTunes)
Mail (Email Client)	Safari (Internet Browser)
The Print Shop	Kidspiration
BrainPop	Oregon Trail

Through the use of these titles the Elementary School faculty can build lesson plans, communicate with parents, and research new and exiting units, all of which enhance the learning experience for the children in their room.

The Middle School has purchased a wide variety of software that is primarily used in the computer lab. The curriculum is building upon the introduction of certain technology aspects in the Elementary School. There are many titles that are reintroduced and taken to more of a mastery level. The students create more complex units in the Microsoft Office

suite. PowerPoint and Word are used on a regular basis. The students also continue to improve their keyboarding skills.

In the Middle School the following software titles are being used:

Adobe Photoshop	Adobe Reader-intel
Apple Remote Desktop	AppleWorks
Canon Toolbox – Scanner Software	Chimoo timer
Coconut Battery	Comic Life
Dashboard – Teachers only	Epson Wireless projector software
Finale Notepad 2007 – Music Program	FireFox – Teachers only
Geometer’s Sketch Pad	Google Earth
iChat – Teachers only	iFlash
Imagewell	Inspiration
Mail – Teachers only	Microsoft Office
PowerGrade – Teachers only	Quicktime
Safari – Full version for teachers	Safari – Modified for students
Smart Music – Only for students who are in band	SmartBoard and Notebook software
Sound Studio	Stuffit Expander
VLC video play – Teachers only	Windows Media Player
World Book	
Botanical Gardens – For Computer class only	
Bridge Builder – For Computer class only	
Car Builder – For Computer class only	
Geo Puzzle – For Computer class only	
Hot Dog Stand – For Computer class only	
Type to Learn – For Computer class only	
123 Home Design – For Computer class only	
iLife Suite includes iPhoto, iTunes, iMovie, iDVD, iWeb, Garage Band	
Kids GoGoGo – Students ONLY – Safe Internet Program	

The faculty at the Middle School makes use of the following:

Microsoft Office (Word, PowerPoint, Excel)	iLife (iPhoto, iMovie, iTunes)
Mail (Email Client)	Safari (Internet Browser)
The Print Shop	

The use of the Internet has grown in leaps and bounds in the Middle School. The teachers research educational resources on the Internet and then incorporate them into their day-to-day lessons. It provides for real time data to be used in the classroom.

A majority of the software at the High School directly ties to the elective curriculum. Students who have taken or are actively taking a technology elective are allowed to use those pieces of software during the school day.

In the High School the following software titles are being used:

Editors for web classes: Smultron / Taco / TextWrangler / JEdit / Text editor  
Adobe CS3 Suite (Adobe Dreamweaver CS3, Flash CS3 Professional, Photoshop CS3 Extended, Illustrator CS3, Fireworks® CS3, and Acrobat Professional)  
iLife (GarageBand, iMovie HD, iPhoto, iDVD, iWeb)  
Google's Earth / Documents / SketchUp  
SmartBoard Software  
Microsoft Office '04  
Geometer's SketchPad  
Terminal  
Logic Express  
ComicLife  
Poser 7  
Pages

Final Cut (Express / Pro)  
Safari / Firefox  
RoboLab  
Inspiration  
Flip-4-Mac  
Audacity  
Toon Boom Storyboard  
iCal

The faculty at the High School uses the following:

Microsoft Office (Word, PowerPoint, Excel)  
iLife (iPhoto, iMovie HD, iTunes, iDVD, GarageBand, iWeb)  
Mail (Email Client)  
ComicLife  
SmartBoard software  
Google Earth  
iCal  
Sound Studio  
Filemaker Pro

Safari / Firefox (Internet Browser)  
Pages  
Inspiration 7.5  
Geometer's SketchPad  
iFlash  
Photoshop Elements 2.0

The teachers also have the ability to install software on their own laptops. Many faculty members have installed software that has come with extensions from the textbooks. Also, as in the Middle School, the Internet is being used more and more to supplement the curriculum.

## **New Resources-**

The Middle School and High School are looking to purchase a few software titles in the future. These titles are connected closely to the one to one laptop initiative currently taking place in the district. These titles will allow the teacher and the student to be even more connected with the use of the laptops in instruction.

There has been a change in the way software has been distributed in the education market. In the past, all software titles would come in either a PC or Mac CD-Rom that would need to be installed on the computers themselves. Due to the increase in broadband Internet access in school districts, many of those same titles have now been created as a web-based solution. As a result, the software itself is not installed on the

computer, but rather accessed online. As long as the student has a password to access the site, it can be done on any computer that has Internet access. This provides schools an easier way to update software and usually is a more cost effective method of distribution. Some of the subscriptions that we are looking into purchasing in the future include:

[www.explorellearning.com](http://www.explorellearning.com)

[www.quia.com](http://www.quia.com)

[www.brainpop.com](http://www.brainpop.com)

[www.atomiclearning.com](http://www.atomiclearning.com)

[www.gomyaccess.com](http://www.gomyaccess.com)

<http://streaming.discoveryeducation.com>

The district is also looking at the option of purchasing digital textbooks. This would decrease the cost of replacing textbooks on a regular basis and would allow for the content to be updated daily. The stumbling blocks that we have found come from two sources. The first is that not all publishing companies are putting out their textbooks digitally and second, New York State has not yet decided whether they will provide funds to cover these purchases like they do for traditional textbooks. We will continue looking into this in the future.