

Technology Services Bulletin

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*"We already knew that kids learned computer technology more easily than adults. It is as if children were waiting all these centuries for someone to invent their native language."
– Jaron Lanier*

From the Director

This month marks 6 months that I've been in the district. I know everyone says it, but the time has flown by. Like everyone else, I have a lot on my plate, so many days I look up at the clock after feeling that I've only been here a couple hours to find out that it's actually 3pm. Thanks to all of you for your kindness as I've been getting to know you and learning about the district.

Technology Services has an exciting summer ahead. We're moving forward on Phase II of the LAN Cabling Upgrade project. While our original plan had been to cable all 10 remaining schools this summer, we've extended the timeline to make it more manageable for the contractor. We'll cable Laneview, Majestic Way, Piedmont, Summerdale and Toyon this summer and the rest of the schools over the upcoming winter and summer breaks. We've already delivered 360 Chromebooks from the Classroom Technology project which will get us to a 2:1 student to Chromebook ratio throughout the district. More are on their way.

This is our last newsletter for this school year. Over the next few weeks teachers, staff and students will be getting ready for the summer break. I hope you all have an enjoyable summer and we'll be here in August when you get back to start the 2016-2017 school year, looking forward to helping you make use of the new technology resources at your disposal.

Be Careful About Email Containing Personal Information



A manager at the Kern County Superintendent of Schools [compromised data for 2,507 employees](#). A criminal sent an email pretending to be the manager's superior asking for payroll information including name, address, salary and social security numbers. The manager replied to the seemingly innocent request only to realize later it wasn't legitimate. "Social Engineering" techniques to trick people into revealing confidential information are common. Sending personal information about students or staff via email is not a good practice as emails can be intercepted or accidentally sent to the wrong party. If you must send it via email, be sure to encrypt/password protect the file ([PC](#), [Mac](#)).

Staff MacBook Pro Chargers



As our staff MacBook Pro computers age, one of the first things to fail are the power adapters. Many of our MacBook Pros are still covered under the AppleCare extended warranty. If you have a broken power adapter [that isn't a victim of physical abuse](#), before you replace it yourself, check your [warranty status](#) to see if it can be replaced under the extended warranty. If your machine is still under AppleCare coverage, open a help desk ticket, including your serial number and our team can assist you with the replacement.

*"Technology is anything invented after you were born, everything else is just stuff."
– Alan Kay*

Summer Professional Development



If you feel the need to head somewhere over the summer, why not combine it with some great professional development? There are [CUE Rock Star camps in a number of exciting destination locations this summer](#) including Redwood City, Chico (Chico in the summer, oh yes!), Mammoth Lakes, Oxnard, Crescent City and Maui. OK, maybe not all of them are exciting destinations, but I can promise first class professional development regardless of where you go.

Blended Learning Strategies



In talking with principals and teachers, I get the feeling that many of us are still looking for examples of effective classroom technology use. One resource that could help is the video series, "[Blended Learning with Catlin Tucker](#)" from McGraw-Hill Education. The videos include explanations and examples of some common blended learning strategies. I appreciated the interviews with students and video from her classroom.

Pixar in a Box



The coolest thing in the Santa Clara County Office of Education's [Spring EdTech Innovation Update](#) is a partnership between Khan Academy and Pixar called "[Pixar in a Box](#)." It is a set of lessons and instructional strategies designed to show students real-world examples of math used in the production of movies. There are two lessons in each topic. The first leaves out the serious math and is suited for primary students. The second lesson addresses the math concepts in detail and is intended for older students.

Start a TED-Ed Club



I thought this was one of the greatest ideas that I've seen in a long time. [TED-Ed Clubs](#) where "students discuss, pursue and present their big ideas in the form of short TED-style talks." Some of the talks are featured at the annual TEDYouth conference. Detailed information about starting your own club is available on their web site. The [TED-Ed Clubs YouTube channel](#) has many examples of the talks created by participating students.

Smithsonian National Air and Space Museum: STEM in 30



The Smithsonian National Air and Space Museum creates [STEM in 30](#), interactive classroom programs "considering of 30-minute live webcasts that engage middle school students in STEM topics ranging from WWI airplanes to rovers on Mars." The programs include chat with experts, questions from students, polls, related content and follow-up activities. The programs are archived in case your class can't participate in the live broadcast. The next broadcast, "Moon Rocks!" is May 25th at 8am.

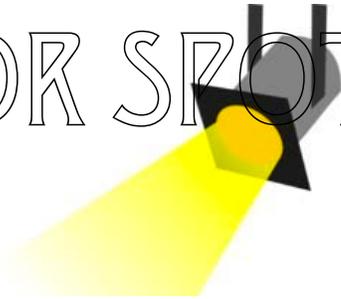
DIY Instant Camera

AdaFruit.com posted this [nerdy project](#). Someone took a Raspberry Pi (mini computer board) and a small thermal printer, placed it in a cardboard camera shaped box to create a DIY Instant Camera. There is a [video](#) show it in action.

Sharing Technology Resources

Be sure to visit the Technology Services [department blog](#). New instructional resources and tips are added daily. If you have something you want to share, let us know! You can also [follow us on Twitter](#)! The [archives](#) of this newsletter are also available on our web site.

EDUCATOR SPOTLIGHT



How early can students work responsibly, independently, and productively with technology? Certainly in Grade 1, as the students in the classroom of Corey Hernandez at Laneview Elementary demonstrate. They are focused on a self-selected research project; they surf teacher-approved websites, taking notes from books alongside online articles to compile content. The students are cognizant with the netiquette it takes to be good digital citizens, using appropriate behavioral norms both online and with their hardware.

Each student is currently working on an individual project, but the class works on multiple group projects as well. Students work on literacy and math skill building activities during designated times and use various digital literacy programs. Such approved programs and websites are www.kidtopia.info, www.kidtopia.info, www.kidzsearch.com, www.gogoolians.com.

Ms. Hernandez got deeply interested in using technology with her group of Kindergartners, after she completed the Leading Edge Certification for online and blended classrooms at the County office. This year, she participated in teaching an NGSS aligned, blended unit from Amplify which required her students to work with computers. This strengthened her resolve and confidence about the effectiveness of technology for her students.

Explaining that computers--both Chromebooks and iPads--are part of the practiced routine in her classroom, Ms. Hernandez comments: *"Using technology with my students is a very powerful tool. Many of them do not have access to computers at home, or sometimes, parental support. Here, they are in a safe environment to learn. Technology promotes independence, and students learn how to maneuver confidently to seek information. They know which sites to go to and which to avoid because they are either not credible, or safe. They are able to individualize projects, look to their team members for troubleshooting support and take good care of the equipment."*

The most difficult aspect of introducing technology in her classroom explains Ms. Hernandez, was not the students ability with the work, the responsibilities or independence, but in rethinking her ideas of support in a classroom. However, stepping back and relinquishing responsibilities, have given students valuable ownership, independence and critical thinking skills and the ability to be successful learners.

