Pewaukee School District
Opening the door to each child's future.

Software Request

Quality Process

Stakeholder Connection

IT Department personnel manage the process and review the data quarterly during school-level technology team meetings.

The end users are involved as participants and provide feedback on the process.

Improvement Cycle

The Information Technology Department and school-level technology teams review data on a quarterly basis. The process is reviewed and adjusted on a yearly basis.

Regardless of its type, educational software should be designed to fill a particular role in a plan of curriculum and instruction. The purpose of the software request process is to ensure that the Pewaukee School district selects appropriate instructional software that supports current instructional practices and curricular goals.

Software that enhances the curriculum and supports the instructional goals of the district will be considered for purchase. Selections should be made with the knowledge and support of others within the department or grade level.

> "Almost all quality improvement comes via simplification of design, manufacturing... layout, processes, and procedures."
> **Tom Peters**

Applications that span several grade levels will be given higher priority than single license software. Single license software will be purchased on a limited basis and will be loaded in a classroom environment; lab settings will not support limited/single-use licenses.

The required forms for this process are housed in the Forms Directory which can be accessed via the Novell-delivered Applications window on any networked computer.

Forms:

Software Preview Request

Software Evaluation

Questions regarding this process should be directed to the Information & Technology Director or the Network Engineer.

SOFTWARE REQUEST PROCESS

Software that enhances the curriculum and supports the instructional goals of the district will be considered for purchase. Selections should be made with the knowledge and support of others within the department or grade level.

Applications that span several grade levels will be given higher priority than single license software. Single license software will be purchased on a limited basis and will be loaded in a classroom environment; lab settings will not support limited/single-use licenses.

Request for Preview:

- **Teacher/Department Chair** completes *Software Preview Request* form and submits to **Principal** for budget approval.
- **Principal** submits *Software Preview Request* form to **Information Technology Director** for I.T. Department evaluation. The **IT Director** will contact the vendor regarding a trial (no cost) preview. The **Network Engineer** will review the network compatibility of the requested software.
- **Information Technology Director** returns *Software Preview Request* form to teacher with approval status and places order (for preview only) if compatible.

Evaluation & Consideration for Purchase:

- **Information Technology Director** notifies teacher upon installation of software on preview workstation.
- **Teacher/Department Chair** and/or grade level/department evaluates software, completing the *Software Evaluation Form*.
- **Teacher/Department Chair** returns the completed *Software Evaluation Form(s)* to the **Information Technology Director**.
- Upon approval, **Teacher/Department Chair** shares software with department/grade level, completes *Curriculum Connection* form, and submits it to **Information Technology Director**.
- **Information Technology Director** obtains approval and orders the software.

Installation and Support:

- **Information Technology Director** completes **Network Engineer** determines installation date.
- **Information Technology Director** notifies teacher of timeline for installation and necessary training.
- Professional development is provided for teachers prior to student access.

Basic Types of Instructional Software

Application Type	Description	Desired Components
Drill and Practice	Provides repetition and reinforcement of previously learned skills and knowledge. Activities include practice tests, flashcards, and games.	□ ample opportunity for practicing particular skill □ randomly sequenced practice □ provides immediate & appropriate feedback □ provides additional practice for skills not mastered □ provides progressive levels of difficulty □ contains multimedia elements that motivate learner rather than distract
Tutorial	Provides a complete teaching and learning experience, focused on presentation, practice and feedback, and includes introductions, summaries, and additional organizational devices. If the tutorial is **branching** rather than **linear**, it is more educationally sound.	□ teach well-defined objectives which correlate to content and Taxonomy □ lessons start with orientation/overview □ present information in logically sequenced chunks □ provides guidance through suggestions, cues, and feedback □ models the right answer if the learner gets "stuck
Simulation	Provides opportunities to manipulate an environment and to view the results of that manipulation. Should capture some aspects of the "real world".	□ provides imaginary experience of real world context □ provides a clear problem scenario with stated goals □ provides all the necessary "rules of the game" needed to complete the task □ allows learner to make decisions in solving the problem (scaffolding) □ provides realistic consequences for the learner
Reference/ Informational	Provides factual content in the form of text, pictures, or other multimedia. Interaction is usually limited to access & exploration, and does not provide feedback to the learner.	□ includes content at the appropriate level of accuracy and completeness for the intended use □ includes connections to primary source material as appropriate □ encourages critical assessment of information sources □ includes graphics and multimedia features to aid interpretation □ provides a search/exploratory environment which allows for efficient & effective retrieval of information
Tool	Automates low-level tasks. Includes word processors, spreadsheets, presentation software, and e-mail.	□ supports defined tasks as related to curriculum □ provide support for instructionally useful features (storing work, tracking revisions, teacher & peer feedback) □ scaffolds and models tasks as appropriate □ links together information among tools & among learners as appropriate

Software Preview Request

Name: _____ **Date of Initial Request:** _____/_____/_____

Software title: _____ **Version/Copyright:** _____

Publisher: _____ **Contact phone:** (_____)_____

Vendor: _____ **Contact phone:** (_____)_____

Grade level(s): K 1 2 3 4 5 6 7 8 9 10 11 12 College

Content area(s): _____

COST: Single: _____ Lab Pack _____ Site license _____

Network _____ Support _____

SYSTEM REQUIREMENTS (Information can be found in catalogue and/or vendor website)

Operating System: ☐ Macintosh ☐ Windows 98, 2000, XP ☐ Windows Vista, Windows 7

Media Format: ☐ CD-ROM ☐ Online
Memory needed: RAM _____ MB Hard drive _____ MB Processor speed _____

Peripherals needed: YES NO **If yes, indicate below**:
☐ Touch screen ☐ LCD Projector ☐ Scanner ☐ Video capture

☐ Digital camera ☐ Printer ☐ Other: _____

Type of Software:

☐ **Drill/practice** (Provides repetition/reinforcement of skills learned; worksheet, practice, games)

☐ **Tutorial** (Direct teaching/learning experience; presentation, practice & feedback, learner controlled)

☐ **Simulation** (Provides opportunities to manipulate an environment & view the consequences of that manipulation; captures aspects of the 'real world')

☐ **Reference/Informational** (Provides factual content in the form of text, pictures, and/or multimedia)

☐ **Tool** (Automates tasks, typically low level, of data preparation, analysis & organization, handling and storage; e.g., word processors, spreadsheets, presentation tools)

☐ **Other**: _____

Intended Use: (check all that apply)

☐ Teacher Only ☐ Student and Teacher

☐ Classroom PC ☐ Lab ☐ Student laptop (grades7-10)

Principal's Signature: _____

Budget Allocation: _____

RETURN FORM TO IT DIRECTOR

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Software Evaluation Form

Date of Preview: _____/_____/____ **Reviewer: _____**

*If a grade level or department is requesting the software, **each** teacher in the grade level/department must complete a Software Evaluation Form.*

CONTENT/EDUCATIONAL VALUE

N/A	POOR	AVG.	EXC.	OBJECTIVE
				Content is clear and appropriate for the target age or grade.
				Interest level, difficulty, and vocabulary is appropriate
				Easily integrated into curriculum
				Provides easier or harder material in response to performance
				Responses to errors are helpful, positive, and appropriate
				Word lists, problems, and speed can be modified
				Content is up to date and accurate
				Objectives are clearly stated

Comments:

INSTRUCTIONAL DESIGN

N/A	POOR	AVG.	EXC.	OBJECTIVE
				Usable for groups
				Purpose is well-defined and achieved
				Development of concepts are clear, concise, and sequential
				Allows for interaction
				Graphics/color appropriate to instruction
				Sound/music appropriate to instruction
				Reading/math level is appropriate for user
				Free of racial, ethnic, or sexual stereotype and violence
				Clear directions
				Program moves from level to level at appropriate times
				Significant to curriculum
				Foreign language availability

Comments:

USABILITY

N/A	POOR	AVG.	EXC.	OBJECTIVE
				Simple and complete help instructions available on screen
				Exits can be made easily, quickly and safely
				Can be saved and restarted from previous session
				Sound can be controlled and/or turned off
				Easy to correct mistakes
				Technically easy for students to operate independently
				Detailed records of progress are kept
				Adaptable to individual needs
				Allows for creativity
				Program can meet the needs of more than one curricular area

Comments:

Overall Evaluation (please circle one):

Does not meet our needs 1	Useable; meets some of our needs 2	Meets most of our needs 3	Meets all of our needs 4	Exceeds our needs; Provides room for growth 5

Student Evaluation

Grade Level_____ Subject/Class: _____ Date_____/_____/_____

DIRECTIONS: Circle *Yes, Sometimes, No,* or *I don't know* to answer each question.

1. Were the directions clear so that you knew what to do?	**Yes**	**Sometimes**	**No**	**I don't know**
2. Did you understand the computer's response?	**Yes**	**Sometimes**	**No**	**I don't know**
3. Was it easy to find things on the screen ?	**Yes**	**Sometimes**	**No**	**I don't know**
4. Did you have to use something other than the computer to use the program	**Yes**	**Sometimes**	**No**	**I don't know**

If so, then what _____

5. Did the computer crash or freeze while you were using the program?	**Yes**	**Sometimes**	**No**	**I don't know**
6. Was it easy for you to use the program?	**Yes**	**Sometimes**	**No**	**I don't know**
7. Did the program run efficiently (down time wait time…)?	**Yes**	**Sometimes**	**No**	**I don't know**
8. Did you experience any problems in running this program?	**Yes**	**Sometimes**	**No**	**I don't know**

If so, please explain _____

Please rate the software: (Check one that applies)

☐ **Fantastic! Where has this software been all of my life!**

☐ **This is pretty cool. I'd like to explore it further to find out more about it.**

☐ **It's OK. Nothing more, nothing less.**

☐ **Well what can I say…. this stinks!**