

3/27/12

Allegany - Limestone Central School

3131 Five Mile Road

Allegany, New York

14706

www.ALCSny.org



APP Rationale Form

For the educational purchase of ipod/ipad apps...

(Please complete and submit this form to the technology office, through Heather Hunt.)

Teacher Name: <i>T. Hopkins</i>	Building: <i>MS/HIS</i>
Grade Level and Content Area: <i>Health</i>	
Name and Cost of App: <i>Splash top Remote Desk top</i>	
URL of App, if available:	
Brief description of the App: <i>Allows The user to access and control their desk top computer remotely</i>	
Plans for classroom use of the App: <i>To control com desk top computer remotely</i>	
Connection to NYSED P-12 Common Learning Standards: (see http://engageny.org/teachers/) <i>will allow me to monitor students performance via senteo voters controlled through the splashtop app (see attached)</i>	
Evidence that this App has worthwhile classroom value: (include specific students groups who would use it, other contents areas where it could be used, access to a demo or tutorial on the App, etc) <i>It could be used by any class</i>	

District Office
716-375-6600
Fax: 375-6629

Middle/High School
716-375-6600 Ext. 2110/2100
Fax: 375-6630

Allegany-Limestone Elementary
716-375-6600 Ext. 8172
Fax: 375-6628

Special Education
716-375-6600 Ext. 8164
Fax: 375-6601

Bus Garage
716-375-6612
Fax: 375-6627

Health/Parenting; CCSS ELA Determine the meaning of words and phrases as they are used in a text, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain, Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text, Determine the meaning of words and phrases as they are used in a text, connotative, and technical meaning, Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data,

Element III.1: c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4:

- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

- a. Students synthesize and express ideas in written formats.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.

Element III.6:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Element IV.2:

- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.

Element IV.3:

- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.

Element IV.4:

Teachers ensure that all students have equitable access to available resources and technologies.

Element V.1:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.

Element V.3:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Element VII.1:

- a. Teachers examine and analyze formal and informal evidence of student learning.