

Harrisonburg City Public Schools

K-12 Software and Online Subscription Review Procedures

Overview

The review procedure shall define the minimum procedure for performing division-wide and site-based software and online subscription reviews. Before purchase, a thorough review should be conducted and filed with the instructional technology coordinator using the enclosed forms.

Purpose

Reviews provide a timely and objective means for assessing software and online subscriptions for purchase and use in an educational setting. The review process helps to ensure that educational software and online subscriptions meet curriculum goals, long-term technology plans and network requirements. Reviews take the form of written documentation and involve instructional and technical staff. Reviews are not necessary for items listed on the HCPS approved software and online subscription list.

Site Based Software and Online Resources Review

This review will be used to inspect new products for possible purchase and subsequent inclusion on the HCPS approved software and online subscription list.

Review Procedure-Single Copy Purchases

Single-copy software purchases are discouraged and should be made only in unusual cases. Teachers purchasing single copies under \$100.00 should consult the Site Technology Coordinator and the Computer Resource Technician to ensure that all instructional and technical considerations have been addressed. Schools are responsible for the installation, upgrade and technical support of single copy purchases. Single copy software may not be installed on multiple computers.

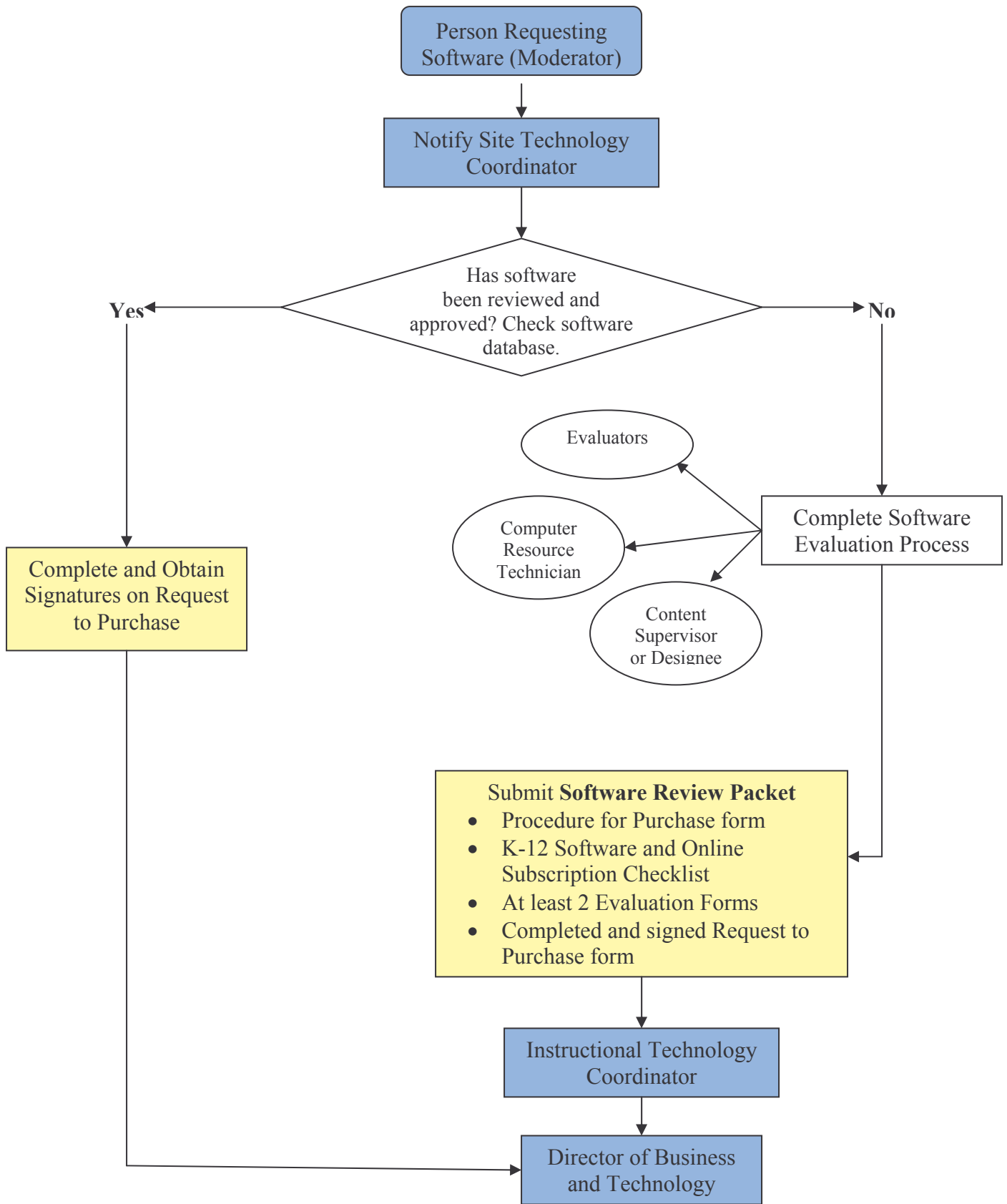
Review Procedure-Multiple Copy, Lab Pack, Site License, and Online Subscription Purchases

Schools purchasing multiple copies, lab packs or site licenses of software or online subscriptions should use the HCPS Software and Online Subscription Evaluation Form and follow the outlined procedures. Consultation with the Site Technology Coordinator and Computer Resource Technician should be conducted in order to ensure compliance with technical requirements. Teachers are encouraged to contact department heads or subject area supervisors to address curricular issues. The Instructional Technology Coordinator will maintain a record of these reviews.

Review Participants

Initial review members should include a moderator and a minimum of two additional professional staff/faculty members. Staff or faculty recruited for the review can include technology committee members, supervisors, department heads, and target audience teachers. Technical staff such as the Computer Resource Technician should ensure that all technical considerations have been addressed. The **moderator** is responsible for organizing the review process. They order the software or make arrangements for a preview of the website, arrange installation if needed, and ensure that each review member has access to materials and a review form. The moderator also ensures that software under review is returned on time.

Flowchart of Software Review Procedure



Procedure for Purchase Form

1. Identify person(s), subject area, or department requesting software review:

2. Identify location for installation of software -- school lab(s), all classroom computers, or computers used by designated students/teachers (special education, Title I, etc.).

3. Moderator of review identified as: _____.

4. Preview copy of the software was requested: _____ (date).

5. Moderator organizes review, ensuring software is installed and materials distributed to reviewers, and completes the appropriate sections of the **K-12 Software and Online Subscription Checklist**. The review process, including form completion should take no more than 1.5 hours.

6. Computer Resource Technician evaluates the hardware requirements of the software or online subscription and adds his/her comments to the **K-12 Software and Online Subscription Checklist**.

7. Content area supervisor reviews the accuracy and educational value of the software or online subscription and adds his/her comments to the **K-12 Software and Online Subscription Checklist**.

8. Once the reviews are completed, the moderator should send the review packet to the Instructional Technology Coordinator, Karen Campbell, at HHS. The Instructional Technology Coordinator will review the results and approve or refuse the purchase.

* **Review packet** should include this form, the Software and Online Subscription Checklist completed by the moderator, a minimum of two Software and Online Subscription Evaluation Forms completed by reviewers, and a **completed/signed Request to Purchase form**.

9. The Instructional Technology Coordinator will provide ordering recommendation and information to the Director of Business and Technology for requisition. If approved, the title will be placed on the HCPS approved software and online subscription list. Training will be coordinated with users of the software.

Recommendation and date: _____

10. Director of Business and Technology will prepare requisition to order software. Software will be shipped to person indicated on completed Request to Purchase form (#8 above).

Date paperwork processed: _____

K-12 Software and Online Subscription Checklist

Date:	Vendor:
Title:	Vendor Contact:
Producer/Author:	Vendor web site:
Copyright date and version:	Vendor phone:
Ordering information:	Address:
Funding Source	Fund Manager's Signature _____

Reviewer Information (a minimum of two reviews are required)

Name	Date	School	Position

Technical Information

For Moderator Use	Y/N	For Technician Use	
Documentation		Platform	
Teacher's Guide provided		OS	
Technical manual provided		Processing Speed	
Professional Services and Upgrades		RAM	
Preview available		Monitor Resolution	
Quality staff training in software use		Video Requirements	
Frequency of upgrades		CD-ROM required	
Toll free technical support number		Browser Compatibility	
Email or web-based support		Network Needs:	
Cost of upgrades			
Preview			
Software has been uninstalled/returned and Central Office notified if PO was issued			
Moderator Comments:		Technician Comments:	
Moderator's Signature _____		Technician's Signature _____	

Does this software make use of student/teacher logins or accounts? If yes, briefly describe how they would be managed.

For Content Area Supervisor Use

Does the software/online subscription appear to be educationally sound and contain accurate information? Do you feel there is a need for this type of software/online subscription?

K-12 Software and Online Subscription Evaluation Form

Reviewer: _____ Moderator: _____ Date: _____

Title of software or online subscription:		URL:	
Type of software: <input type="checkbox"/> CONTENT <input type="checkbox"/> STUDENT PRODUCTIVITY		<input type="checkbox"/> SIMULATION <input type="checkbox"/> TEACHER PRODUCTIVITY	
Virginia Content SOL correlation:		<input type="checkbox"/> ASSESSMENT <input type="checkbox"/> OTHER _____	
Target grade level(s):	Target subject area(s):		
What are the best attributes of the software?			
Briefly describe how you would use it.			

Select the column for the type of software or online subscription that you are reviewing (content/simulation, productivity, assessment, technical) and rate the listed elements using the attached rubric. (Choose one column and rate only the elements listed in that column.)

Content/Simulation	Rating	Productivity	Rating	Assessment	Rating	Technical	Rating
Instructional Content		Curriculum Connection		Curriculum Connection		Technology Effectiveness	
Curriculum Connection		Age/Grade Level		Age/Grade Level			
Teaching/Learning Approach		Perspective		Assessment			
Age/Grade Level		Technical Aspects		Perspective			
Assessment		Flexibility		Technical Aspects			
Perspective		Technology Effectiveness		Technology Effectiveness			
Technical Aspects							
Flexibility							
Technology Effectiveness							
TOTAL SCORE		TOTAL SCORE		TOTAL SCORE		TOTAL SCORE	

Recommend for Purchase: Yes No **Complete this form and return to the moderator.**

Rate the software or online subscription on the following items:

Element	Needs Improvement (Rating: 1)	Shows Promise (Rating: 2)	Strength Area (Rating: 3)
Instructional Content	Information is not always accurate, complete or current; content focuses on fundamental concepts and rarely engages students in higher level of thinking; students are rarely asked to apply what they learned	Information is accurate and most is complete and current; purpose is identified; content provides some activities which encourage higher levels of thinking; students are often asked to apply what they have learned	Information is accurate, complete, and current; supports learning goals; content moves learners beyond the basics and encourages higher levels of thinking; students are engaged in applying what they have learned
Curriculum Connections	Content is unrelated to the curriculum	Content is somewhat related to the curriculum; uses few real world examples	Content is clearly related to the curriculum and can be used to support, enrich, or extend learning; uses real world examples to make the instruction relevant to the learner
Teaching and Learning Approaches	Sometimes requires learners to become actively engaged; learning is mostly passive; provides minimal feedback; rarely motivates the learner to continue learning	Often requires learners to become actively engaged; some multimedia enhancements are used make learning interactive; provides some feedback throughout the lesson; often motivates the learner to learn and master concepts	Usually requires learners to become actively engaged; multimedia enhancements are used make learning interactive; provides appropriate feedback throughout the lesson; motivates the learner to learn and master concepts
Age/Grade Level	Reading level and presentation is not appropriate for the age level of the target audience; content and difficulty level cannot be customized	Reading level and presentation is appropriate for the target audience, but some portions may be too easy or too difficult; content and/or difficulty level can be customized	Reading level and presentation is appropriate for the target audience; teacher and/or student can easily customize both content and difficulty level
Assessment	Assessment is unrelated to learning goals and rarely engages learners; teachers must develop their own assessments; teachers are not able to track student progress through the program	Assessment is related to learning goals and appropriate enough to engage learners; teachers can assess students' progress through established methods of assessment; teachers have a limited ability to track student progress	Assessment methods are challenging, appropriate, and related to learning goals; teachers can easily assess students' progress by evaluating the outcomes provided within the product; teachers can track students' progress throughout the program
Perspective	Stereotypical or lacks diversity	Free of prejudice regarding race, sex, and religion; content includes some culturally diverse features	Free of prejudice regarding race, sex, and religion; content is diverse and is not slanted to any cultural group
Technical Aspects	Graphics minimally support learning; multimedia resources work some of the time; layout is difficult to navigate; text is often difficult to read	Graphics are intended to assist learning; multimedia resources work most of the time; layout is logical in most cases, but sometimes confusing; text is legible	Graphics are well-designed and enhance learning; multimedia resources integrate seamlessly; layout is clear and intuitive; text is easy to read
Flexibility	Users are unable to save; some aspects of the program can be integrated into classroom activities; few lessons can be used in a variety of classroom settings	Users can save and re-enter the program easily; many aspects of the program software can be integrated into classroom activities; the program includes suggestions for use in whole class instruction, individual, and group learning activities	Users can easily save and re-enter the program at any point; most aspects of the program software can be integrated into classroom activities; the program features activities for use in whole class instruction, individual, and group learning activities
Technology Effectiveness	The program uses technology to present concepts and ideas that are readily available in other formats	The program adequately uses technology to extend content and offers positive benefits to the instructional process	The program makes exceptional use of technology to present concepts and ideas so that users can achieve a broader understanding than is possible with a non-digital approach