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|  | Developing | Proficient | Distinguished |
| Tracking Process | Describes a process for tracking software that covers one of the three things mentioned in distinguished. | Describes a process for tracking software that covers two of the three things mentioned in distinguished. | checkDescribes a process for tracking software that makes it possible know how many copies of software are owned, on what computers the software is loaded, and where the original disks are located. |
| Balance | Does not consider the need for balance. | Takes into account the need for balance between the need to serve the teachers and students and the need for control. | checkMakes clear that decisions are based on a balance between the need to serve the teachers and students and the need for control. |
| Piracy | Mentions the problem of software piracy | Describes a plan for piracy prevention. | checkShows a clear understanding of the need for piracy prevention and suggests clear policies and procedures for preventing piracy. |
| Tracking Details | Only tracks the basic information. | Discusses some additional details of what must be tracked. | checkIncludes worthwhile details of what must be tracked, such as version numbers of software, hardware requirements of software, etc. |
| Mechanics | Contains many grammar, spelling, and/or usage errors or is clearly stretching to fill space | Contains a few grammar, spelling, and/or usage errors or is too long or too short | checkminusContains correct grammar, spelling, and usage throughout and is approximately 3 pages with 12-point font, double-spaced, and numbered pages |

Good job. Grade: A

Dear Mr. Larner,

As you are probably already aware, when our school or a team purchases software programs we need to be aware of the number of computers we are licensed to load the software onto. Just as our school keeps close track of technology hardware such as laptops, projectors, and document cameras, our school should be tracking what software is loaded onto which machines.

There are many ways to track the number of software licenses. Some schools have one person who tries to keep track of software; other schools have a group of people, while some schools have any teacher who purchases software keep track. Each of these systems has its positives and negatives. It is quite a big job for one person to keep track of all of the software in the school. A team of people can be effective as long as everybody follows the correct procedures for tracking. Allowing each teacher to keep track of his or her own software may seem nice, but it would be hard to keep track of each teacher’s level of consistency

The best approach would be to have a small team of people who could work together to keep track of software and its location. This team of people would consist of the two technology teachers, the media specialist, and the media paraeducator. This team of people would need a database, similar to what is used to track technology hardware in order to ensure consistency in recording and tracking. The database should include the following information about each piece of software:

* Software name (including version number)
* Number of copies on the license (include number used and number remaining)
* The computers that it is loaded onto
* The location/person responsible for the computer
* Location of original disk (if not stored in the Media Center)

The database should be updated anytime that new software is received. Software that is purchased by the school, by a grade level team, or by an individual, should be given to the software tracking team prior to installation. The team also needs to be made aware of the computers that it is intended to be loaded onto. If the software purchased is to be used throughout the school, then the original disk should be stored in the Media Center. This way teachers who may need it loaded onto their computers later will be able to check it out and return it. This would make it easy to update the database about the number of remaining licenses and the location of the downloaded software. Software that is purchased for a team or an individual should be stored by that team or individual (after having it put into the software database). Before the team or individual is going to load it onto another computer after the initial purchase, they need to make the tracking team aware so the database can be updated.

Although it may seem a bit controlling to hand over any new software as soon as it arrives, it is for the sole purpose of putting the software into the database. After the software is put into the database, the team or individual can safely store the disk. Again, if the disk needs to be loaded onto a new computer, first the database needs to be checked to see how many licenses remain for that particular software.

The database should be checked at least once a year for accuracy. Since the beginning of the year and the end of the year are already very busy with distributing and collecting technology hardware, the software check should be done at a different point in the year. The most ideal time would be during one of the parent teacher conferences either in November or February. The teachers on the software team don’t typically have parent teacher conferences to attend, so this would give them a large block of time to confirm where software is loaded and who is responsible for storing the original disks. Each member of the team could be responsible for checking certain grade levels to be sure that the software is loaded where it should be and nowhere else. If software were loaded on too many computers, the team would need to remove the software from any extra computers.

Any software tracking system can have its challenges and advantages. Using a team is effective because the workload and responsibilities can be spread among the members of the team. Grade level teams will feel a sense of autonomy if they are allowed to hold onto the software disks. A challenge will be ensure that all member of the software team records information accurately onto the database. The yearly check will help to verify that it has been done correctly as well as check any errors that may have occurred.

Thank you for your attention and consideration,

Monica Chuppetta