Module 2: Orientation to the Michigan Standards

Goal

This module will introduce teachers to the ISTE Standards for Teachers, Michigan Department of Education's Standards and instructional resources related to Career and College Readiness Standards.

Learning Objectives

After completing this module, the educator will:
- Know how to access the ISTE Standards for Teachers
- Know how to access the Career and College Readiness Portal
- Understand how to use the Career and College Readiness Portal and utilize the online tools available to educators
- Make connections with Career and College Readiness Portal and find resources to enhance professional and classroom instruction
- Transfer the learning to professional practice by locating tools and resources specific to the educator's professional and/or instructional assignment

Module Outcome

Participants will explore resources for their classroom, which will be shared and reflected on for further growth.

2.2 Interacting with the ISTE Standards for Teachers

After you have read the ISTE Standards for Teachers, please respond to the following questions. As an optional way to share your learning, consider making a quick video, podcast, or presentation (Google Presentation, Prezi, PowerPoint, etc.).

- ● What 2 areas from the ISTE Standards•T do you feel you already integrate into your teaching?
- ● What 2 areas from the ISTE Standards•T do you need to develop more of an understanding in?

Two areas from the ISTE standards I feel like I integrate a lot are; design and develop digital age learning experience and assessments as well as promoting and modeling digital citizenship and responsibility; I use a course website and often have students do online homeworks and assessments; and I also make use of the turnitin program.

Two areas I need to improve upon are model digital age work and technology because I currently don't have very reliable access to technology in my classroom efficiently. Also I could improve upon facilitate and inspire student learning and creativity, in order to do that I just need to devote the time.

2.3 Interacting with the CCR Portal

After you have browsed around on the CCR Portal, please respond. Optional- consider making a quick video, podcast, or presentation (Google Presentation, Prezi, PowerPoint, etc.).

- ○ Something new I learned....
- ○ 3 valuable ideas I will remember...
- ○ My plan for using the CCR Portal in my professional and/or instructional practice is....

I learned about how easy the CCR portal is, and how I can easily find things linked to standards.

3 valuable ideas I will remember are: how easy to use the MEL, and how easy it is for students to utilize it; I also will hold onto the information for ELL, currently I do not work in a school where I have a lot of ELL students but I think it is valuable for all teachers to be ready to assist these students when they come into our rooms; I also will hold onto the concept mapping for the summative assessments.

I want to access all of these resources in an effort to link our students' knowledge they have received in previous years and will receive in the future grades.

2.4 Interacting with the MeL/M.O.R.E. website

Now you have tried out the MeL/MORE online tool. Optional- stretch yourself by making a quick video, podcast, or presentation (Google Presentation, Prezi, PowerPoint, etc.).

- Something new I learned....
- 3 valuable ideas I will remember...
- My plan for using the MeL/M.O.R.E. sites in my professional and/or instructional practice is....

I previously was unaware of MeL
I will remember how easy it is for students to access it; how it can assist with citing sources; as well as how all sources are peer reviewed
I will be using it to help further integrate cross-curricular instruction by adding more writing to my classroom

2.5 Checking out the Module 2 Additional Resources Folder

Three resources I viewed

Name of Resource	This resource might support my practice by….
Discovery Education	I would be able to enrich my teaching processes by adding technology in my classroom; I went to a discovery PD several years ago when I started my career at DPS and I was so excited to begin working with them and the sciencetech books but unfortunately we no longer have a subscription to this source.
Smithsonian Education	I will continue to use the smithsonian education resources to enrich my lesson plans and link my science education to other curricula
Introduction to NGSS by MSU	I think this is a great source to begin unpacking the NGSS with my students; instead of just viewing it as another 'hot topic' in the education world

2.6 Wrapping it all up!

Think about the following questions and create a reflection of your learning. Optional- stretch yourself by making a quick video, podcast, or presentation (Google Presentation, Prezi, PowerPoint, etc.).

- How have I increased my awareness of the ISTE Standards•T?
- How do I plan to implement my new learning into my professional and/or instructional practice?

I recently took a course through MSU about technology in education so I already knew a lot about ISTE as we utilized it in my instruction. I did however learn about many resources I was previously unaware of. I plan to use these online sources to further my technology knowledge as well as further my students digital citizenship.

Module 3: All About Next Generation Assessments

Goal

Introduce teachers to next generation assessments by exploring the SBAC, NGAP, and PASST assessments.

Learning Objectives

After completing this module, the educator will
- Know the basic terms of the Next Generation Assessments and its components
- Understand how the Next Generation Assessments will differ from the current statewide tests in both content and delivery method
- Make connections between the Next Generation Assessments and College and Career Readiness Standards
- Consider how to modify classroom practices to help students be better prepared for success on online Next Generation Assessments (may reword this to reflect general student success, not just assessment success)

Module Outcome

Participants will explore various next generation assessments and reflect upon how these assessments impact classroom practice.

3.2.1 Activity: Introduction to Next Generation Assessments

After exploring the Statewide Assessments document, respond to the following: **What methods of summative, interim, and formative assessment are you currently using in your classroom?**

> I do pretests each semester. I normally assess my students per topic formatively. I give a quiz probably close to weekly. I test at the end of units; the tests are in different formats, whether its MC or free response. I also give many projects as an alternative way to assess my students. My formative assessments are anything from verbal, to homework assignment, to online surveys.

3.2.2 Activity: Introduction to Next Generation Assessments

After exploring the Michigan 2014-2015 Assessment document, respond to the following:

a. **What impact does the assessment timeline have on students and instructional practices?**

I don't know that it changes the timeline all that much. However I think that testing in general interrupts instructional time. i also don't think that many of my students take standardized testing seriously so we do not get genuine data from them. No matter how much emphasis teachers place on them in school.

b. **List at least three (3) issues or ideas you read about that were new knowledge for you**

- Not enough time for there to be a change
- **not rolling out the new standards/testing in a trickle up manner**
- **is it possible for us to have a platform to give our regular classroom test in a similar technological format**

3.2.3 Activity: Introduction to Next Generation Assessments

After reviewing the hardware/software requirements, reflect upon and respond to the following:

a. **What devices do you have in your school/district?**

we have netbook carts, several computer labs, and I believe several ipad carts

b. **How can you help your district technology team with future device purchases?**

I can help by offering to assist in grant writing or helping make/write donors choose projects

c. **How do you plan on building a learning environment that encourages any time, any place learning (ATAP)?**

I have a website for my class, and I would like to further my organizational skills on it and add more assignments to it in the coming year so my students have more freedom of when to access our classroom materials

d. **What steps can you take to ensure that devices purchased for your school/district are not only used during the testing window but also used for ATAP learning?**

I am can advocate to my co-workers to assign more online tests/quizzes/and homeworks

3.4.1 Activity: A Look at Sampler Next Generation Assessment Items

Now that you have reviewed some sample Next Generation Assessment items and performance tasks, reflect upon and respond to the following:

a. **Do your students currently have opportunities to experience assessments or learning activities similar to what you've seen in the Next Generation samples? If "yes", please describe.**

I think they do, I offer many open ended assessment techniques to my students. I do not only assess them in a traditional MC or fill in the blank manner. For instance my ninth grade students just learned about the Earth's spheres and had a quiz in which I asked them to relate a thunderstorm to as many of the spheres as possible. Which allowed my students to creatively explain their knowledge. There was no ONE set answer.

b. **Think about your curriculum and the content you currently teach. Discuss at least two of your existing lessons, and how you could modify these two examples to incorporate Next Generation like activities.**

In my AP Environmental Science course i could offer more online interactive activities when i teach about pollution.
In my ninth grade class I teach about conservation of matter which I believe could be done using more technology and experimental design as the way I currently do it is outdated.

Module 4: Diverse Learners

Goals

- Prepare educators to create a supportive and inclusive learning environment where all students successfully participate and learn.
- Recognize and respect learner diversity.
- Understand the need to proactively design instructional opportunities to eliminate barriers and include curriculum enablers that support students in the margins.
- Recognize the power of flexible, supportive technology and it's value when creating inclusive learning opportunities.
- Design learning activities that meet the needs of diverse learners.
- Understand the implications of technology supports on high stakes testing for students in the margins.

Learning Objectives

After completing this module, the educator will be able to:

- Describe of the concept of learner variability and its impact on designing and implementing successful learning opportunities.
- Make connections between student's varying learning needs and proactive lesson design.
- Select appropriate support technology for a focal student.
- Develop a instructional plan for a diverse learner.
- Find resources/technology tools to support struggling students.
- Choose appropriate supportive technology to meet learning needs.
- Apply the principles of Universal Design for Learning to a lesson.

Module Outcome

Participants will take a lesson and analyze for learning barriers and supports, then modify the lesson to meet the needs of diverse learners.

4.2 Recognizing Learner Diversity

Diverse Learners Plan

Choose an activity/lesson that you've noticed is difficult for many students in your class and complete the chart below.

Consider the Task	
Describe the task	What is the purpose of this task?
Graphing; I recently asked my ninth grade students to graph some climate data; with the data provided in a table	To practice graphing skills and visually see that the levels of CO_2 and average temperature is related.
What component of this task is challenging for students?	Are there barriers related to the materials or instructional methods used?
knowing what is the the dependent and independent variable; spacing out the scales; graphing neatly	neither
Consider the Student	
List the Student's Strengths related to this task.	List the Student's Challenges related to this task.

Students like to use different colors to differentiate the data	students have a very difficult time differentiating between independent and dependent variables; they also have a hard time graphing neatly; spacing; and interpreting the data
Consider Enablers	
Brainstorm several methods/materials/supports (including technology based) to use to minimize the barrier for this student.	Describe how this will be beneficial for other students in your class?
I think more graphing activities; including online graphing and excel help would benefit my students	This will help my students not only in my class but also in all classes as graphing skills impact math, science, and social studies

4.3 Universal Design For Learning

Barriers and Enablers

1. Select an upcoming lesson or one you've recently taught.
2. Reflect on the lesson.
3. Identify any barriers in the methods/materials or assessment. Think about places in the lesson where students often have a difficult time. Determine what about that part of the lesson was problematic. List it under the barriers column below.
4. Reflect on the information in the Learn: Universal Design for Learning section, then list any potential solutions or enablers you could build into the lesson to make it more accessible for students in the margins. Use the UDL Critical Elements information to guide your thinking. Remember, designing instruction for the students at the edges, makes the lesson better for all students.

5. Keep in mind that building in the supports prior to engaging students in the lesson allows for instant access to the lesson. Students who have instant access to the lesson won't have to "unlearn" and then "relearn" a strategy that meets their individual needs more effectively.

Hint: Use the *Barriers & Enablers for Limiting Reagents Model* from the lesson exploration to help guide your reflections.

Name: Caitlin Anderson
Lesson Title: Dimensional Analysis
Subject/Grade: 9th grade science

Instructional Components	Barriers	Enablers
Methods		
board examples	many students don't pay attention or try the problems on their own; they simply wait for me to do them	have examples available in front of students; have iPads for each students so they can see what I am writing on the board in person; SMART board
worksheets given to kids	some students either wait for us to go over the answers, stop caring about homework grades, or wait and copy off of a friend	online access to do the online games
measurements lab with conversions	copying when it comes to the conversions part	Differentiating each student's paper so they are being asked different conversions
Dimensional analysis tile game	not able to utilize more difficult problems	Not sure
Materials		

dry erase markers	dry erase markers	calculator
paper	pencil	objects to measure
ruler	balance	calendar
DA tiles		
Assessment		
participation	test	

4.6 Diverse Learner's Capstone Activity

What option did you choose?

I chose option one

Barriers & Enablers Organizer

Name: Caitlin Anderson
Lesson Title: Forces that Change the Earth's surface
Subject/Grade: Ninth Grade Science

Instructional Components	Barriers	Enablers
Methods		
verbal introduction	passive boring	make short and to the point offer printed material as well offer guided notes

song/multimedia introduction	too fast	post on website for viewing later
verbal instruction	passive boring difficult to remember key points	offer printed directions ask questions and for feedback throughout
student presentations	inaccuracies boring passive	have student grading rubrics have students cite sources have students submit projects to me first to check for inaccuracies
Materials		
projector	difficult to see	sit students with eye sight issues in front
computers/internet access	not cost efficient	ensure computer access/library time is given to all students
paper	none	none
pencil		
Assessment		
grading the projects	incorporating peer grading how to deal with students who just meet the bare minimum verses the students who go far above and beyond	ensure peer grading is based off of a common and agreed upon rubric
project quiz	not getting accurate information from the presentations	only write the quiz after the projects have been presented ensure to correct any misinformation given

Module 5: Creating the Environment for Learning

Goal

Participants will have an understanding of what it "looks" like to create the environment for learning in their classroom

Learning Objectives

After completing this module, the educator will:

- *Know the categories and strategies within the* **"Creating an Environment for Learning"** *component.*

- *Understand the classroom recommendations for* **Setting Objectives and Providing Feedback; Reinforcing Effort and Providing Feedback; and Cooperative Learning.**

- *Make connections between and among the strategies, and the technology resources that support them;*

- *Transfer the learning into specific changes in your pedagogy that you will apply in the next two weeks.*

Module Outcome

Participants will create and implement activities within the component of Creating the Environment for Learning. Activities for their classroom will be shared and reflected on for further growth.

5.3 Activity 1: Setting Objectives

TRANSFER THE LEARNING ACTIVITY #1: SETTING OBJECTIVES
1. Login to Google Drive and use the following template to make a personal copy. Next, create 3-5 learning objectives.

2. Place a link to your learning objectives below. *Make sure that you click on* 🔲 **Share** *and change your settings for "Anyone with the link". You will also need to set it to "can comment" for the next part of this activity when you are in the sharing settings.*

> https://docs.google.com/document/d/1oU5vripzGXqBOIWjnvOqNMFA0SY55UtxJUfNz0EOpLQ/edit?usp=sharing

3. *Need a tutorial?* Please refer back to the presentation *http://goo.gl/WkBnKw*

5.3 Activity 2: Providing Feedback

TRANSFER THE LEARNING ACTIVITY #2: PROVIDING FEEDBACK

1. Collaborate with a classmate or colleague by sharing the link/access information to the 3-5 Learning Objectives you created in the previous activity.

2. Use the "Insert" button on the above toolbar. Click on the "Insert Comments"(Ctrl+Alt+M) feature within Google Docs to thoughtfully critique each other.

3. Share a screenshot of your activity in the space provided below.

4. Reflect in the space provided below: How can these technology resources support Best Practice instruction for *Setting Objectives & Providing Feedback*?

I think that these technology resources can help educators communicate in a more efficient manner; I think that they also will help us engage our students in learning a lot more so. being able to utilize these technology sources allows us to be able to be much more direct as well as timely in our feedback to students.

5.4 Activity 3.1 & 3.2: Reinforcing Effort

TRANSFER THE LEARNING ACTIVITY #3.1: REINFORCING EFFORT

1. Go to either Rubistar or iRubric and create an effort rubric for your students. This could be a general definition of effort or effort linked to a specific task.

2. Place a link to your effort rubric and reflect in the space below. How could this effort rubric help your students understand what effort looks like in your classroom?

   > https://www.rcampus.com/rubricgradeeditf.cfm?purpose=edit&code=LX335B9&s=yes&nocache=1433859306254
   > Many students aren't sure what effort means. This rubric will help them see exactly what that looks like; and what it means to actively participate in my class. If I were to assign a grade to their participation I believe this rubric would assist my students in understanding the repercussions of them not participating and giving effort; I could utilize this in my ninth grade classes.

3. *Need a tutorial?* Please refer back to the presentation http://goo.gl/7w9RSz

TRANSFER THE LEARNING ACTIVITY #2: REINFORCING EFFORT

1. Create an effort survey for students using Survey Monkey. Provide a link to your survey in the reflection space below. Thinking about your curriculum and classroom activities, when do you think your students should participate in an effort survey?

   > https://www.surveymonkey.com/s/Q5B9YKP
   > The effort survey I designed was created to assist the conversation about effort; to help me figure out where my students understanding on what effort means is. I could see effort surveys being used at checkpoints in the year; such as shortly before quarter grades are due; or during a group project or other independent working experiences.

2. *Need a tutorial?* Please refer back to the presentation http://goo.gl/7w9RSz

5.4 Activity 4.1: Providing Recognition

TRANSFER THE LEARNING ACTIVITY #4.1: PROVIDING RECOGNITION

Please refer back to the presentation http://goo.gl/7w9RSz. Review the 3 example slides on Class

Dojo, Class Badges, and Certificate Street:

1. **Choose one** that you would like to explore further and try it out in your classroom.
2. Share a screenshot of your activity below that shows the results of what you used.

> I plan on exploring class badges more this summer. I played around with it a bit; due to the fact that I do not have any students still in classes I was unable to actually utilize the tools with my students this year.

3. Explain in the space below what you created and how these technology resources can support the strategy of *Providing Recognition*.

> I think that these resources can assist in showing students feedback on their behavior in class. I believe this is a useful tool not just for elementary school students but also for high school, certainly I could see myself using this in my 9th grade classes.

5.5 Activity 5.1 & 5.2: Cooperative Learning

TRANSFER THE LEARNING ACTIVITY #5.1: COOPERATIVE LEARNING

Please refer back to the presentation http://goo.gl/UFZG1g.   Review the slides on Back Channel Chat, Video Calling,Using a Blog, Using Forums, Discussion Boards, and Presentations & Projects:

1. **Choose one** that you would like to explore further and try it out in your classroom.
2. Be prepared to share your experience with using technology to support the category of *Cooperative Learning.*

TRANSFER THE LEARNING ACTIVITY #5.2: COOPERATIVE LEARNING

1. Share a screenshot of your activity below and reflect in the spaces provided.

> I have utilized Prezi as well as Discussion board posts in my classroom before. I do not have a screenshot as my courses are ending for the year so i do not have any recent access to any of the student's projects. However I found both of the resources quite helpful; useable; and a joy to work with. I like Prezi especially because it is a format that requires students to actually know their information and only place the very important items in the slides themselves.

2. Answer these questions thoughtfully:
   - What did you do?

I utilized discussion posts throughout the year; I also assigned several group projects using gloggster and Prezi

- What were your results?

my students had difficultly learning the new technology at first but they seemed to really enjoy it; discussion posts helped me see what they were getting out of class each week and the gloggster and prezi made presentations that much more entertaining; better than the plain old powerpoints of the past

- How can these technology resources support Best Practice instruction for *Cooperative Learning?*

These sources and more can assist groups when working together; especially if they do not drive so they are unable to meet up outside of school. In my experience cooperative learning projects can be difficult to assign due to transportation needs.

Module 6: Helping Students Develop Understanding

Goal

Participants will apply knowledge to *"Helping Students Develop Understanding"*

Learning Objectives

After completing this module, the educator will:

- *Know the categories and strategies within the "Helping Students Develop Understanding" component.*
- *Understand the classroom recommendations for* **Cues, Questions, and Advance Organizers, Nonlinguistic Representation, Summarizing and Note Taking, and Assigning Homework and Practice.**
- *Make connections between and among the strategies, and the technology resources that support them;*
- *Transfer the learning into specific changes in your pedagogy that you will apply in the next two weeks.*

Module Outcome

Participants will create and implement activities within the component of Helping Students Develop Understanding. Activities for their classroom will be shared and reflected on for further growth.

6.2 Activity 1.1 and 1.2: Cues, Questions, & Advance Organizers

TRANSFER THE LEARNING ACTIVITY #1.1: CUES, QUESTIONS, & ADVANCE ORGANIZERS.

Please refer back to the presentation http://goo.gl/DAq673.   Review the example slides of resources to support *Cues, Questions & Advance Organizers.*

1. **Choose one** that you would like to explore further and try it out in your classroom.
2. Be prepared to share your experience with using technology to support the category of *Cues, Questions & Advance Organizers*

TRANSFER THE LEARNING ACTIVITY #1.2: CUES, QUESTIONS, & ADVANCE ORGANIZERS.

1. Share a screenshot of your activity #1.1 in your Portfolio and reflect in the spaces provided below.

2. Answer these questions thoughtfully:

- What did you do?

  I implemented a google calendar.

- What were your results?

  My students were able to check classwork and homework assignments on their own leisure; so I did not have to waste class time catching up kids.

- How can these technology resources support Best Practice instruction for *Cues, Questions & Advance Organizers*?

  The technology sources can assist students in being on track and help them with learning responsibility.

6.3 Activity 2.1: Nonlinguistic Representations

TRANSFER THE LEARNING ACTIVITY #2.1: NONLINGUISTIC REPRESENTATIONS

Please refer back to the presentation: http://goo.gl/3ZywI8 Review the 6 slides of examples.

1. Make a plan to create or have your students create **two examples** of *Nonlinguistic Representations* for use during a lesson or as a student activity to support a lesson.
2. Be prepared to share what you've done.

TRANSFER THE LEARNING ACTIVITY #2.2: NONLINGUISTIC REPRESENTATIONS

1. Using the space below, share screen shots of the **two examples** of *Nonlinguistic Representations* you created or shared with students or that you had your students create using technology resources.

2. Reflect below on how these technology resources can support *Nonlinguistic Representations* in your classroom.

Any sort of technological resource where students can see things graphically and visually I think helps them see things in a different way. I think it allows our students to unpack material and give ownership to it.

6.4 Activity 3.1 & 3.2: Summarizing and Note Taking

TRANSFER THE LEARNING ACTIVITY #3.1: SUMMARIZING AND NOTE TAKING

Please refer back to the presentation: http://goo.gl/2LSXSV Review the 6 slides of examples.

1. Make a plan to create, or have your students create, **two examples** of *Summarizing and Notetaking* for use during a lesson or as a student activity to support a lesson.

2. Be prepared to share what you've done.

TRANSFER THE LEARNING ACTIVITY #3.2: SUMMARIZING AND NOTE TAKING

1. In your Portfolio, include screen shots of the *Summarizing and Notetaking* examples (or links) you created or samples that your students created.(space provided below)

2. Reflect in the space provided below on how these technology resources can support *Summarizing and Notetaking* in your classroom.

> I have used a variety of these resources; above you will see a graphic organizer to assist my students in their note taking as well as a podcast as a method of summarizing a lesson I have recently taught.

6.5 Activity 4.1 & 4.2: Assigning Homework & Providing Practice

TRANSFER THE LEARNING ACTIVITY #4.1: ASSIGNING HOMEWORK & PROVIDING PRACTICE

Please refer back to the presentation: http://goo.gl/RG600D. Review the Flipping the Classroom slides.

1. **Choose one option** for creating a "Face of Your Classroom" (online presence for you to post materials for students and parents) that you would like to explore further and try it out in your classroom. If you already have an online presence for your students and parents, try adding one of the resources described in the presentation to your existing online platform.

2. Be prepared to share your experience with using technology to support the strategy of *Assigning Homework & Providing Practice.*

TRANSFER THE LEARNING ACTIVITY #4.2: ASSIGNING HOMEWORK & PROVIDING PRACTICE

1. Get started creating a *Face of your Classroom* and/or locating content for homework and practice. See #4.1 above for directions.

2. Share a screenshot of your activity and reflect in the spaces provided below.
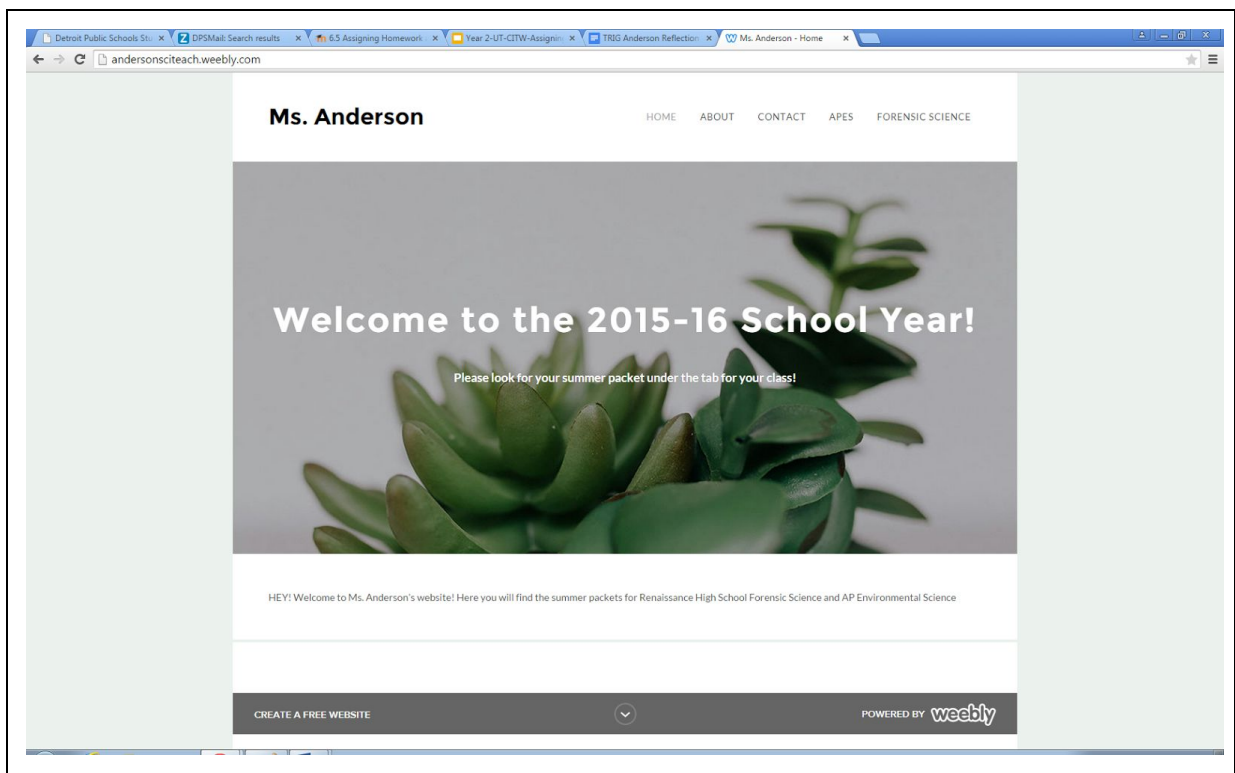
3. Answer these questions thoughtfully:

- What did you do?

> Above is my website for next year; however I did utilize it during this school year. i created an online space to post assignments, current events, and scholarship information as well as news in the class.

- What were your results?

> My students wind the website helpful; they don't lose assignments; they don't

> waste paper; and they can access classroom materials if they are unable to get to school due to transportation issues, or if they have a drs appointment or other things that would keep them from the classroom but not from being able to do work.

● How can these technology resources support Best Practice instruction for *Assigning Homework & Providing Practice*?

> giving the students more opportunities to access learning materials allows there to be more accessiblity to all types of learners, regardless of obstacles in their way.

Module 7: Helping Students Extend and Apply Knowledge

Goal

Participants will apply knowledge to *"Helping Students Extend and Apply Knowledge"*

Learning Objectives

After completing this module, the educator will:

- *Know the categories and strategies within the* ***"Helping Students Extend and Apply Knowledge"*** *component.*
- *Understand the classroom recommendations for **Identifying Similarities & Differences and Generating & Testing Hypotheses***
- *Make connections between and among the strategies, and the technology resources that support them;*
- *Transfer the learning into specific changes in your pedagogy that you will apply in the next two weeks.*

Module Outcome

Participants will create and implement activities within the component of Helping Students Extend and Apply Knowledge. Activities for their classroom will be shared and reflected on for further growth.

7.2 Activity 1.1 & 1.2: Identifying Similarities & Differences

TRANSFER THE LEARNING ACTIVITY #1.1: IDENTIFYING SIMILARITIES & DIFFERENCES

Please refer back to the presentation: http://goo.gl/WP9neP. Review the slides of examples of tools and resources to support *Identifying Similarities and Differences*.

1. Choose one that you would like to explore further and try it out in your classroom.
2. Be prepared to share your experience with using technology to support the category of *Identifying Similarities & Differences.*

TRANSFER THE LEARNING ACTIVITY #1.2: IDENTIFYING SIMILARITIES & DIFFERENCES

1. Share a screenshot of your activity in your Portfolio (space provided below) and use the questions in #2 to reflect on your experience.
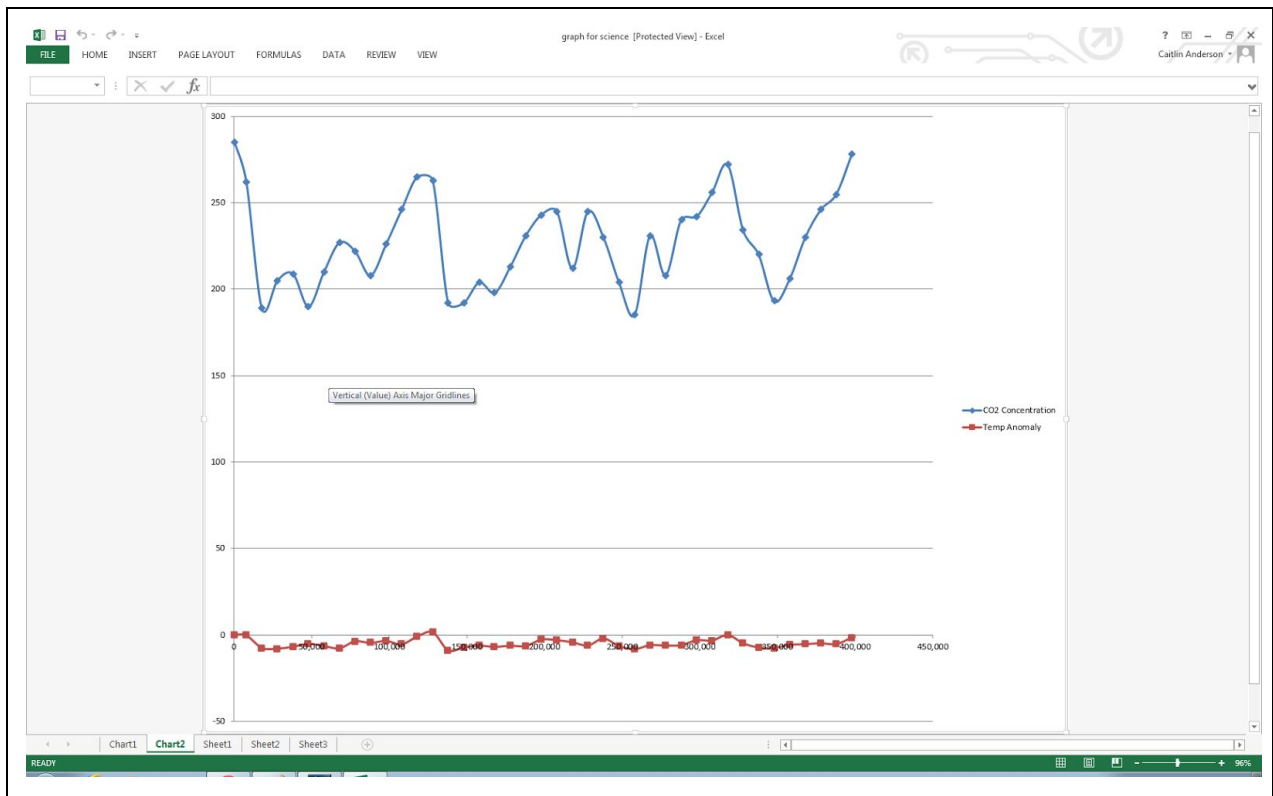
2. Answer these questions thoughtfully:

- What did you do?

  > I compared temperature anomaly to the CO2 levels in the atmosphere.

- What were your results?

  > I was able to easily see a trend with very little time put into displaying the data.

- How can these technology resources support Best Practice instruction for *Identifying Similarities & Differences?*

  > *These resources can help diversify our students understanding and help our kids see visually similarities and differences in a variety of subjects. Or within data sets of their own grades and progress.*

7.3 Activity 2.1: Generating & Testing Hypotheses

TRANSFER THE LEARNING ACTIVITY #2.1: GENERATING & TESTING HYPOTHESES

Please refer back to the presentation: http://goo.gl/7g9d3A . Review the slides with examples for *Generating and Testing Hypotheses.*

1. **Share** one or more screenshots of the resource you used for *Generating and Testing Hypotheses* with your students. **Include the LINK** to the website you used.

http://phet.colorado.edu/en/simulation/density

2. Reflect below: what did you do, or how do you plan to use this resource with students? How can these technology resources support Best Practice instructor for *Generating and Testing Hypotheses*?

> phet has lots of resources for students to virtually conduct experiments on things they ordinarily may not be able to test. They can physically change variables, and make/recreate hypothesis as they work through the various labs.

Module 8: Introduction to Blended Learning

Goal: Introduce teachers to the concept of blended learning and explore how it can be applied in their classroom.

Learning Objectives: After completing this module, the educator will

- Know the basics of blended learning in theory;
- Understand that blended learning has many different styles and that there is no one way to implement blended learning;
- Make connections between technology use and blended learning in the classroom;
- Transfer the learning into professional practice by creating, implementing & reflecting on a blended classroom activity.

Module Outcome: Participants will create and implement a blended activity for their classroom, which will be shared and reflected on for further growth.

8.7 Blended Activity

In the area below, you will need to provide the following:

- Description of the blended activity you actually created and implemented in your classroom

- Share your reflection on the success of the activity. Include:

    - what went well

    - what did not go well

    - what changes you would make for future use

- Share a summary of your students' feedback about the lesson

I had my students create voice thread interview with their friends and family in order to teach a particular topic. My students learned a TON about the technology in question but I don't know that they learned much more about the subject in question then they would have if I had not used the technology. However students were very engaged in the lesson because they were able to add music and sound effects. I will have to tweek the assignment expectations in order for students to gain a better understanding for what I am looking for so my students will not only gain technology education but also a much deeper understanding of the topic then they would if taught in a more traditional manner.

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Module 9: Developing Your Own Online Assessment Items

Goal: Introduce teachers to online assessment item development.

Learning Objectives: After completing this module, the educator will:

- Know how to use online assessment tools
- Understand how to create a variety of online assessment items
- Make connections between state standards and next generation assessments utilizing best practices
- Transfer the learning to professional practice by creating an online assessment item

Module Outcome: Participants will design and develop an online assessment item, which will be reviewed and then shared to the Classroom Readiness Assessment Item Database (AID).

9.3 Assessment Item Development

Item Specification Table
This table will be used to define specific characteristics for items/tasks written to meet a specific target/standard.

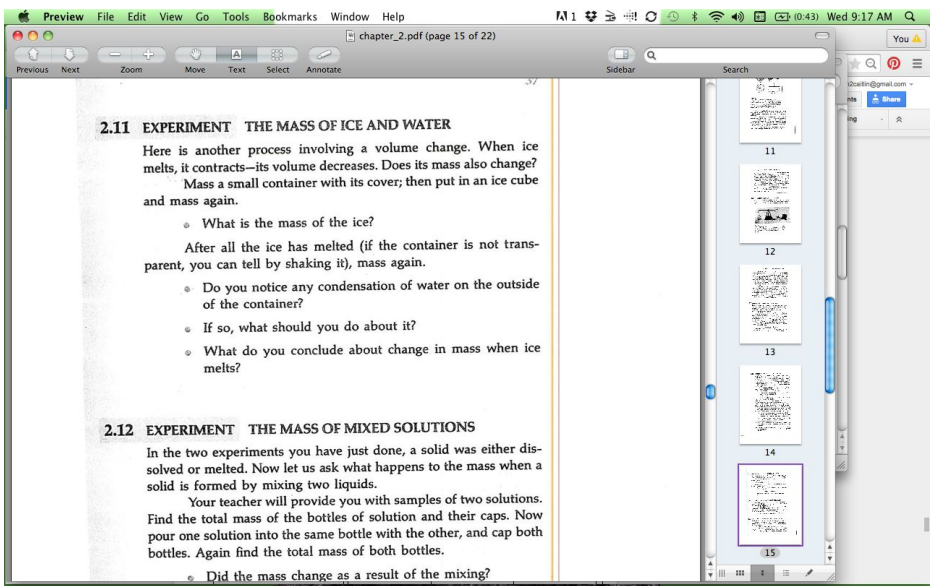| **Standard(s):** *Standards from CCSS, NextGen, or content specific set* *Bold your primary standard(s)*					
	Standard Set	**Content Area**	**Grade Level**	**Category**	**Standard**
	Next Generation Science Standards	Next Generation Science	9	Matter	**Develop models to describe the atomic composition of simple molecules and extended structures.**
DOK Target(s): *Using the Webb's Depth of Knowledge chart, identify the cognitive level being assessed.*	analysis/evaluation				

Assessment Target: *Describe the expectations of what will be assessed.*	My goal is to have my students be able to experimentally prove that matter cannot be created or destroyed.
Student Evidence: *The evidence required to demonstrate knowledge of the assessment target.*	Students must complete several labs and lab reports and then be able to pass a test about the conservation of matter
Item Type: *Selected response, constructed response, performance task, technology-enhanced*	lab reports; performance tasks; multiple choice test
Stimuli/Stem/Question/Options: *Write the prompt, statements, questions, and/or answer choices for this assessment item.*	
Answer Key: *Provide an answer key for this assessment item. For constructed response items, a rubric is required with evidence for success.*	Answer key varies based off of student responses

Item Resources:
Copyright information for item

Name	Web Address (if applicable)	Copyright Information

Allowable Tools: *Any tool, object, resources that is allowed to complete the item*	ice, water, salt, water, beakers, balances, paper, pencil, scoopula, calculator, graduated cylinder, internet, assorted other lab tools.
Accessibility Considerations: *Information related to potential accessibility issues or what may be allowed/available for the success of all students*	THe test will be given online, in order to better assist students with a variety of disabilities
Additional Information: *Information specific to this item, i.e., technology-enabled item, necessary vocabulary*	

Notes for Assessment Item Development

9.5 Assessment Item Creation and Sharing

Add at least one screenshot of the item you created within the online tool of your choice.

Add the web link to the item you created in the TRIG AID.

https://b.socrative.com/teacher/#edit-quiz/16632912

Module 10: Data Collection and Conferencing

Goal

Participants will have an understanding of the process of data collection and data conferencing.

Learning Objectives

After completing this module, the educator will

- Know the data basics including: the four types, rights and responsibilities, protocols, tools, collection and dialogue
- Understand the importance of data collection on classroom technology integration, online test readiness and student achievement has on the overall school improvement planning process
- Make connections between data collection and the facilitation of data driven dialogue
- Transfer the learning into professional practice by taking it to the classroom level

Module Outcome

Participants will:

- Review local school improvement protocol and responsibilities
- Dig demographic, perception, process and achievement data using the MISchoolData, MTRAx and online survey and assessment tools
- Create and implement an online assessment
- Use the assessment data to determine instructional next steps

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10.2 Educational Data: Educator Rights and Responsibilities

Complete FERPA/HIPAA Compliance.

10.3 Explore your Local Process

Write a brief summary about your interview with the school improvement team.

> Our school improvement team collects data using MISCHOOLDATA, state testing data, surveys with our staff, students, and parent/guardians, district data, interviews, focus groups, amongst others.

Write a brief summary about your interview with the technology directory.

We have several computer labs, several smart boards (so I'm told), a few iPad carts. Each teacher has an iPad; we have acsess to several internet assessment paid for sites including turnitin.com

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10.4-10.8 Data Protocol, Collection & Resources, and Conferencing

Complete the Data Dialogue Protocol for each data type (10.4 - 10.6): (PLEASE CHANGE YOUR SETTINGS TO LANDSCAPE VIEW)

Data Driven Dialogue

PREDICTIONS	OBSERVATIONS	MAKING MEANING	NEXT STEPS

A. Complete the *Predictions* section.
B. Look at the data/information and record your *Observations* (facts only).
C. Critically think about patterns, trends and root causes you see in your observations. Complete the *Make Meaning* section.
D. Based on your findings, determine the *Next Steps* for the school level, teacher level and/or student level.

Change view to LANDSCAPE to allow room for recording your findings, or copy to Excel	PREDICTIONS	OBSERVATIONS	MAKE MEANING	NEXT STEPS SCHOOL LEVEL	NEXT STEPS TEACHER LEVEL	NEXT STEPS STUDENT LEVEL
DEMOGRAPHIC: Student Count Data	stable numbers	ninth grade student number increases yearly;	more students are being admited yearly	school improvement team must brainstor	teachers need to be more encouraging	Students need to think seriously about the commitment they are making by

		however 10th graders drop yearly	however many are unable to handle the challenge	m ways to attract students; ninth grade counselors and teachers should be brainstorming ways to impower 9th graders		attending RHS; they then need to learn how to assist one another instead of compete.
ACHIEVEMENT: Student Testing	Science scores will increase from 2013-14	they did; but not significantly Earth science got a lot of help but did not increase as much as we hoped	student's scored tend to improve in the course they are most current with; implying they are memorizing instead of learning material from year to year	changes in curriculum has helped; more standardized test prep in all classes also assisted	teachers need to continue to model test taking strategies in their classes	students need to take all coursees and tests more seriously
PROCESS: School Improvement and Technology Director/MTRAx	tardiness will go down with an increase in repercussions (i.e. detention)	did not show improvements	detention alone is not a strong enough consequece	school needs to provide more concrete policy for tardiness	teachers need to provide real consequences to tardiness; and need to	discuss the importance in the home as well

TRIG Classroom Readiness

Digital Portfolio 2014-15

http://moodle.22itrig.org

To make a
copy of this
document,
click here.

					be consistent with enforcing tardy policies	
PERCEPTION: Survey	staff are unhappy with communication between staff and administration	communication was the area in which nearly all staff members indicated a change was needed	teachers often are unaware of problems with the building; or assemblies etc	staff members should have an outlet to voice concerns; and more communication is necessary	discuss changes with staff; voice concerns	n/a
Final product: Online Assessment	students will discuss how we need to improve in the amount of feedback and opertunity	students in my APES class wanted more FRQ practice and feedback	I will spend more time working with FRQs in the future	N/A	weekly homework assignments covering FRQ writing; answering; and grading	connections need to be made in order to learn not memorize

Write a brief summary about your online assessment experience(10.7):

I learned how to really unpack data; and the information gathered by school improvement.

Data Conference Final Reflections (10.8):

You have now reviewed several sources of data related to demographics, achievement, process, perception and overall technology readiness for your building. What does the data say about your

school's readiness for Next Generation online assessment? What key findings should be shared with the school improvement team for planning and professional development? (*Copy/paste this comment into the Discussion Forum).*

After reflecting upon many of my co-workers responses I feel as though we are all being pushed to be better and stronger teachers however time is always a concern. We seem to all be overwhelmed with tasks to do all the time; with our job alone; let alone the stresses of the rumors for our career and our continuing ed, and our personal lives. However we are all looking to improve our building. I hope that we have more communication with our school improvement team in the future so we are able to better synthesize what changes need to be made and how to make them.

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