

Going Digital with Discovery Education

Transforming Teaching and Learning
with Schoolnet :

Module 4

Wiki: <https://tinyurl.com/IdahoCCSS>

Discovery Education Day Four

Learning Targets

- ⦿ I understand how to use tools such as the SAMR Model and the TPACK Framework as a means for conceptualizing digital transformation and use them to work in a consultative manner with my colleagues.
- ⦿ I understand how to design, upload, and share lessons in Schoolnet.
- ⦿ I understand how to use assessment data to drive innovative instructional planning.
- ⦿ I understand how to establish a shared vision for digital transformation of teaching and learning.

Agenda

AM

- Welcome, Agenda, and Goals
- Using Data to Drive Media-Rich Instruction
- Experiencing a Digital Assignment
- Lesson Plan Analysis
- Creating Lesson Plans in Schoolnet

PM

- Hands On: Lesson Creation within Schoolnet
- Upgrading Assessments
- Creating in Discovery Education Board Builder
- Hands On: Action Planning
- Reflection, Closing, and Surveys

Using Data to Drive Media-Rich Instruction

Based on assessment data, Mrs. Smith learns that students in her 4th grade class are struggling with RL.4.2, determining the theme of a story from the details of a text and summarizing its key ideas. This information has come from a benchmark assessment, a digital assignment, and classroom observations. Let's take a look how Mrs. Smith builds an assignment that incorporates scaffolds to support student learning.

S
C
I

Learning Targets



Success Criteria



Learning Progressions

S
C
I

Pandora's Box

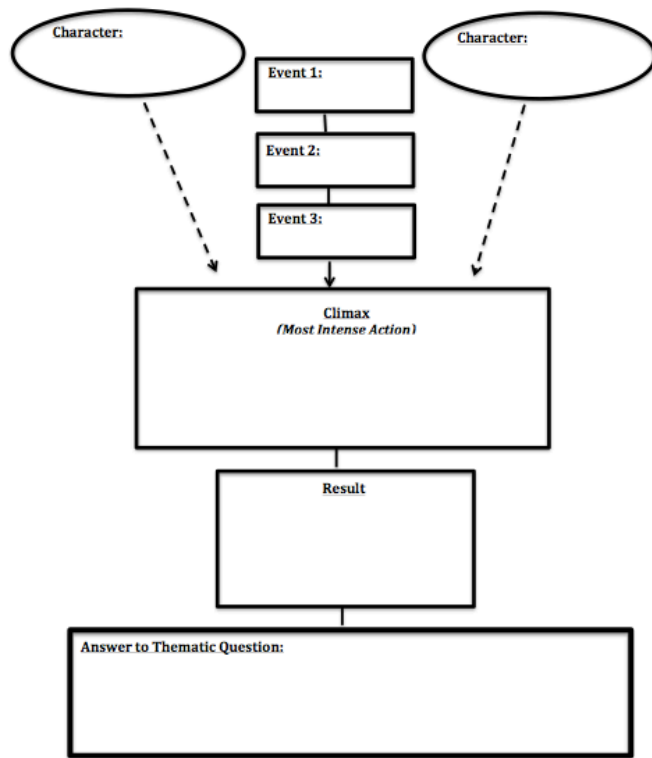
Learning Targets

- ⦿ I understand how to identify the key ideas and details of a story.
- ⦿ I understand how to identify the theme of a story.
- ⦿ I understand how to cite evidence from a video to support my thinking.
- ⦿ I understand how to work with my peers to determine important events that lead to the climax of a story.
- ⦿ I understand how to negotiate with my peers in order to gain group consensus.

Pandora's Box: First Read



What universal lesson does the story teach us?



Primary Standards

RI.4.2: Determine the theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Pandora's Box: Second Read



Pandora's Box Success Criteria

Learning Targets

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Success Criteria

- ✓ I can identify the key ideas and details from the story on my organizer.
- ✓ I can identify the theme of the story and its relation to an idea universal to all of us.
- ✓ I can determine the events that are important to the climax of the story and cite specific examples to support my thinking.
- ✓ I can listen attentively and respectfully to my group's opinions and ideas.
- ✓ I can contribute positively to my group in order to reach agreement.

Debrief



What scaffolds were used to support student learning?

Debrief

“Growing evidence suggests that comprehension skills can transfer across media types.”

Kendeou, et al., 2008

Debrief

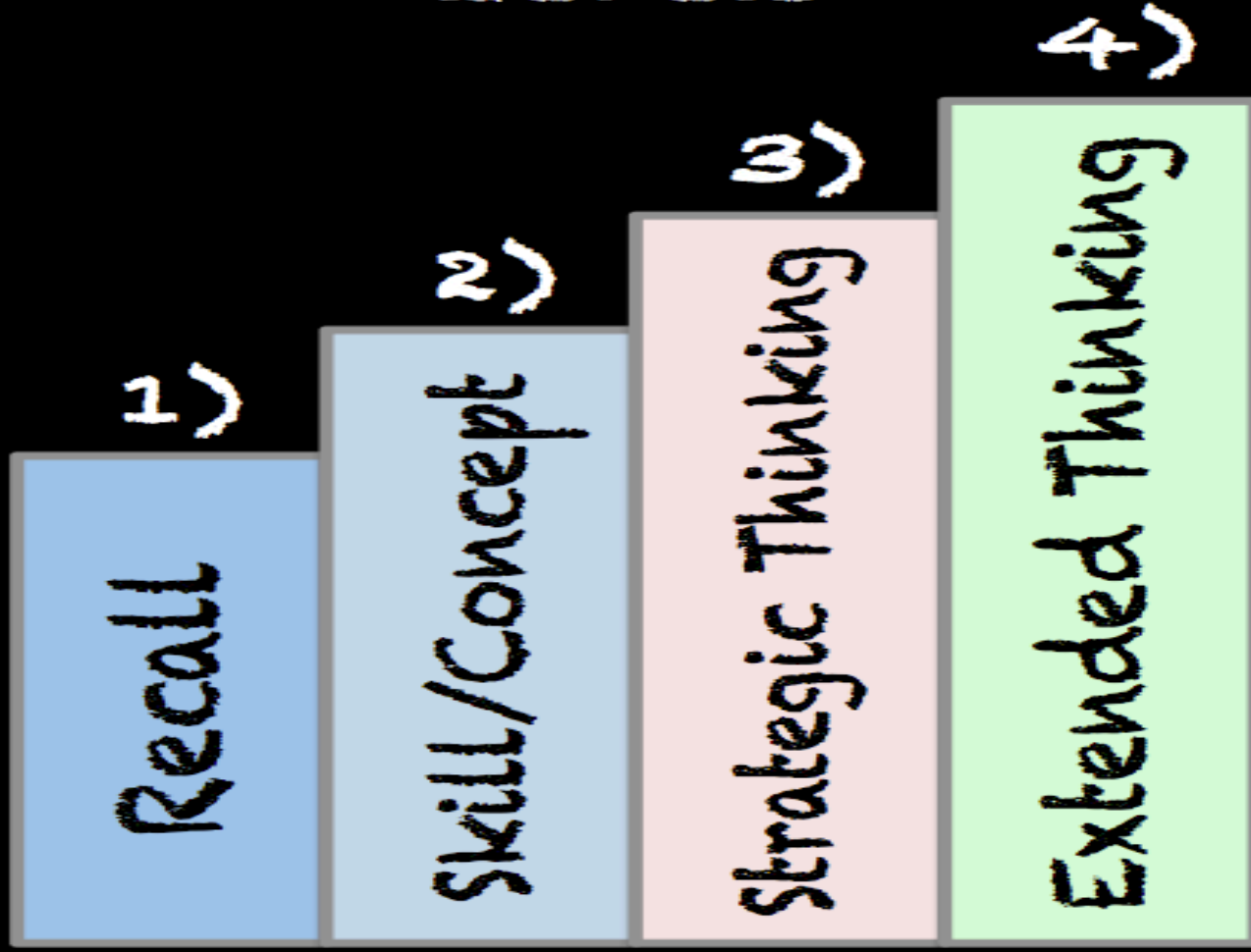
How was media used to address the targeted CCSS standard?

Debrief



*Even though this activity used scaffolds,
how did it maintain its rigor?*

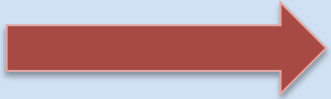
Depth of Knowledge Levels



“A Learning Progression is a sequenced set of subskills and enabling knowledge that, it is believed, students must master en route to mastering a more remote curricular aim.”

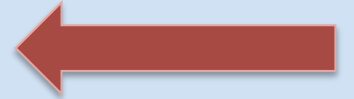
(Popham 2008)

Use Different Genre
of Video



Success
Criteria

Transfer to
Written Text



Use Different
Type of Media



How do we find a
lesson in Schoolnet?



A photograph of four hands of different skin tones stacked together in a circle, symbolizing unity and sharing. The word "Share" is written in orange on each of the four arms. The background is a soft-focus green field.

Share

Share

Share

Share

“Digital tools and media make it possible to design ongoing assessments that support individual differences...giving us more accurate measures of students’ achievement in relation to the learning goal.”

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*“Digital tools and media make it possible to design ongoing assessments that support individual differences...giving us **more accurate measures of students’ achievement in relation to the learning goal.**”*

BREAK

Exemplar Lesson Plan Template

Unit Title: Africa

Title of Lesson Plan: Discovery of Gold in Africa

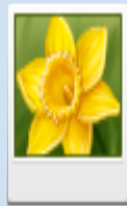
Unit Context: 7th and 8th grade history, 1-2 class periods

Claims Addressed (from Smarter Balanced ELA/Literacy Content Specifications)

- ❖ Read closely and analytically to comprehend a range of increasingly complex literary and informational texts
- ❖ Students can employ effective speaking and listening skills for a range of purposes and audiences

Focus Standards being Explicitly Taught and Assessed

- ❖ Content:
 - Students will be able to explain multiple reasons why the discovery of gold was a turning point in the history of Africa and support these reasons with specific examples from sources.
- ❖ Reading:
 - Students will be able cite specific textual evidence to support analysis of primary and secondary



Task:

- In groups of three, visit the lesson.
- Analyze the lesson for:
 - ✓ its use of digital tools media.
 - ✓ the rigor of its task(s).
 - ✓ demonstration of student learning.
- As a group, visit this Google doc and record your findings. [INSERT LINK]

Use of Digital Media

Rigor of the Task

Google docs

Demonstration of Learning

A Digital Tool that Provides Ongoing Assessment...

Provide Consistent Feedback

Observe Work In Progress

Track Student Participation

Identify Student Misconceptions

Monitor Student Understanding



Google docs

Create New Lesson Plan



Section 1 (required)
Define Properties

[Section 2 \(recommended\)](#)
[Create Content](#)

[Section 3 \(recommended\)](#)
[Align Standards](#)

[Section 4 \(optional\)](#)
[Link Related Materials](#)

[Section 5 \(optional\)](#)
[Identify Organizers](#)

Define Properties for this Lesson Plan

Title*

Subject*

Grade Range*

 to

Description*

Duration

LUNCH

Time to Dive In

Create New Lesson Plan



Section 1 (required)
Define Properties

Section 2 (recommended)
Create Content

Section 3 (recommended)
Align Standards

Section 4 (optional)
Link Related Materials

Section 5 (optional)
Identify Organizers

Define Properties for this Lesson Plan

Title*

Subject*

Grade Range*

 to

Description*

Duration

TED^x NYED

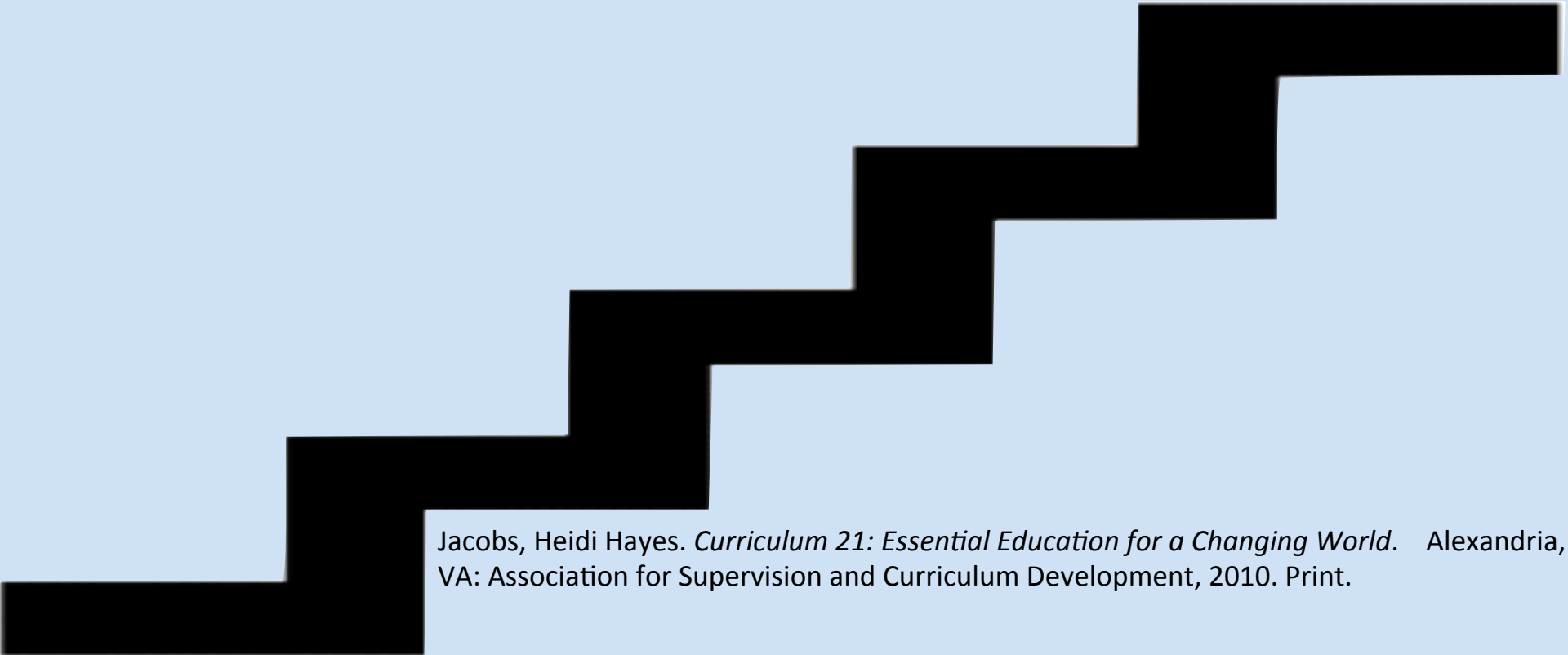
x = independently organized TED event



“I have found that starting with assessments has proven to be the most successful portal for moving faculty and administrators into 21st century teaching and learning.”

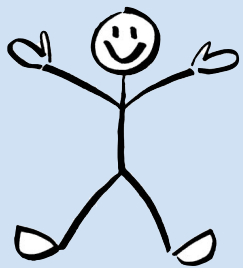
--Heidi Hayes Jacobs

Steps in Upgrading Assessments

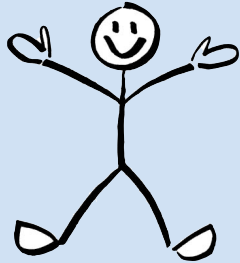


Jacobs, Heidi Hayes. *Curriculum 21: Essential Education for a Changing World*. Alexandria, VA: Association for Supervision and Curriculum Development, 2010. Print.

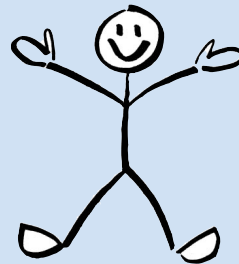
Step 1: Develop a pool of assessment replacements.



Step 2: Identify existing types of software, hardware, and web-based capabilities in your school.



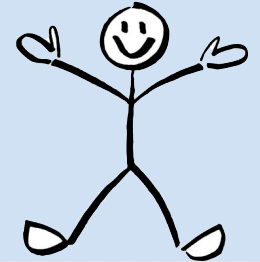
Step 3: Replace a dated assessment with a modern one.



Step 4: Share the assessment upgrade with your students and colleagues.



Step 5: Insert ongoing sessions for upgrades in the school calendar.



1. Develop a pool of assessment replacements.

2. Identify existing types of technology in your building.

3. Replace a dated assessment with modern one.

4. Formally share your upgrades with students and colleagues.

5. Schedule ongoing professional development with colleagues.

NOW

LATER

Your Turn...

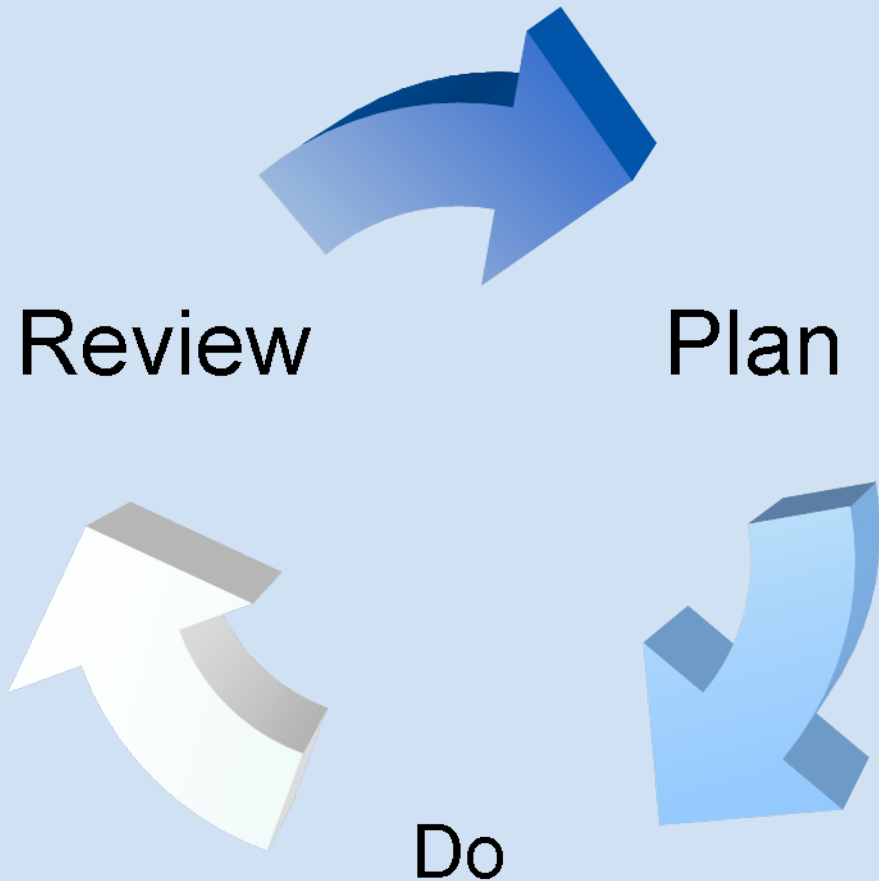
- In your school groups, complete Steps 1-3. Then, discuss how you can effectively complete Steps 4 & 5.

Why are rubrics an important element of upgraded assessments?



<http://www.schrockguide.net/assessment-and-rubrics.html>

<http://www.smarterbalanced.org/?s=rubrics>



Action Planning...

Now that you've thought about how to upgrade an assessment and explored some rubrics, take some time to plan how you will implement these changes.

BREAK

www.sde.idaho.gov/site/isee/

[DIVISIONS](#) [PROGRAMS](#) [COMMUNICATION](#) [RESOURCES](#) [DATA COLLECTION](#) [ADMINISTRATORS](#)



"Every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students."

— Tom Luna, Superintendent of Public Instruction



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& Resources**

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EDUCATION™

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Describe the shared vision for the digital transformation for your school/district:

Learning Targets:

Curriculum:

How will technology be integrated into curriculum documents?

Assessment:

How will technology be used to assess student learning in meaningful ways?

Criteria for Success:

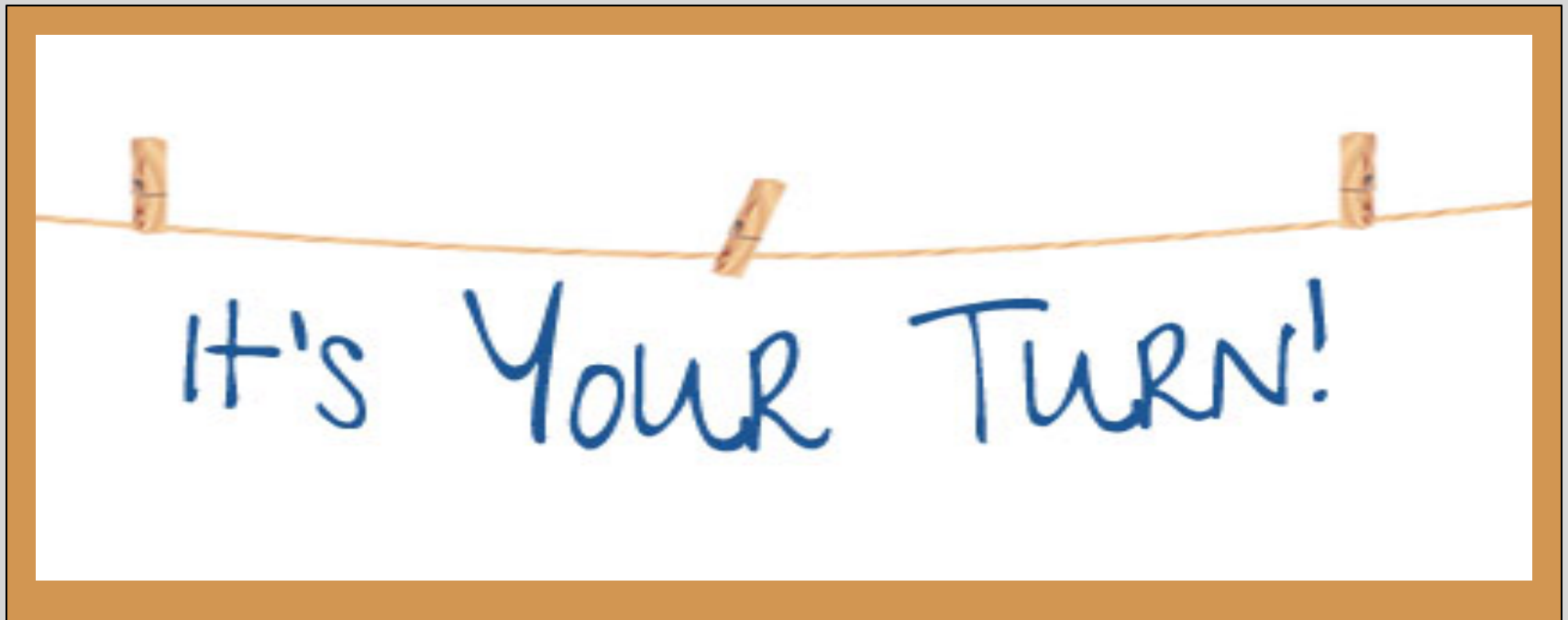
Students:

What will we see if students are effectively integrating technology?

Teachers:

What will we see if teachers are effectively integrating technology?

Board Builder



Create Your Shared Vision Board—20 minutes

A top-down view of four hands of different skin tones stacked together in a circle. The word "Share" is written in orange on each of the four arms. The background is a soft-focus green field.

Share

Share

Share

Share

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