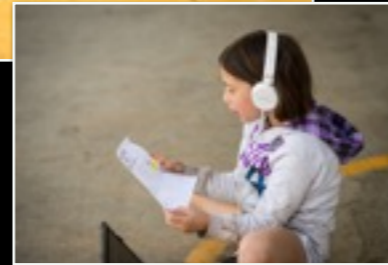# Catch the Vision: Common Core Digital 21st Century Classrooms

By David Lorden, Laura Spencer, Steve Will, & Kay Little

Kick off– Laura
      – "I did then what I knew how to do. Now that I know better, I do better." — Maya Angelou, poet
You are here because you know better, and are looking for ways to do better. This morning we'll be sharing with you Lakeside's plan to 'do' digital learning better.

Introductions

Laura will run through the introductions

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Our Students

Steve –
Preface the video:
- We're here because we're all faced with the same challenge… How to teach today's student for tomorrow's world

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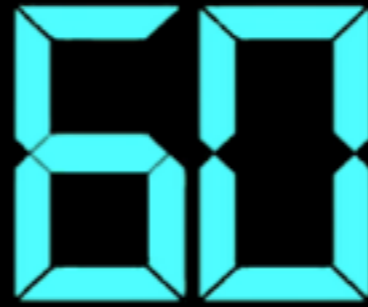
What Do You...

Steve – On your table you will find a graphic organizer
See Think Feel – we will fill out each section (one at a time) –60 sec.
- Independent reflection
- Make sure they only write what they see, or think, and not interpret their responses
- Table share reflection
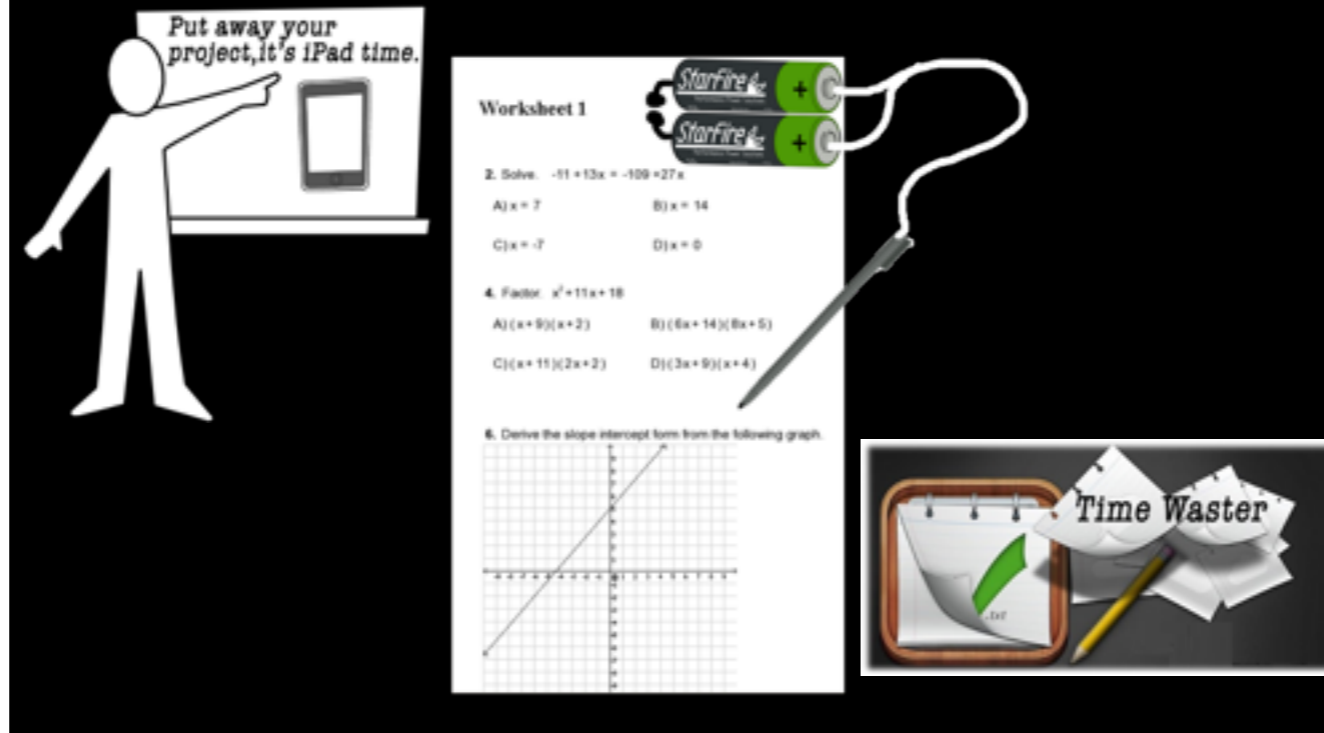- A few big share outs

See?

60

Think?

60

Feel?

60

We Needed to Determine
What Digital Learning
Should
and
Should Not Be

Kay
– We needed to know what digital learning was so we could determine what the standard was for teaching and learning in the classroom.

Kay
- We knew digital learning was not to be just a replacement of what was being done.
- No digital worksheets. It had to be transformative, which means it's not something you do once a week in a lab
- If tech is just a replacement, it can waste time. Completing a worksheet on a mobile device can actually take more time than doing it on paper.
    - An expensive time waster
- Tech in itself will not change the learning

Digital Learning Should Instill:

Curiosity

Innovation

Efficiency

Adaptability

Global Connections

Critical Thinking

Learning Transformation

Creative Problem Solving

Kay –

Based On

- Partnership for 21st Century Skills

- ISTE Standards

- College and Career Readiness Standards

- Model Districts

- Ed Tech Conferences

- SAMR Model

- Depth Of Knowledge (DOK) Levels

Kay
We researched what digital learning should be, based on:
- Partnership for 21st Century Skills
- ISTE Standards for Students, Teachers
- College and Career Readiness document
- Model districts
- CUE conferences

Competing District Priorities?

21st Century Skills

Common Core

Special Education Inclusion

Technology Integration

STEAM

Teacher Effectiveness Framework

PLCs

Multilingualism

Strategic Questioning

David
- The priorities in Lakeside are similar to those in most districts
- WOW... it's a lot

Competing District Priorities?

21st Century Skills

Common Core

Special Education Inclusion

Technolo **CONVERGENCE** EAM

Teacher Effectiveness Framework

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Multilingualism

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David
- The priorities in Lakeside are similar to those in most districts
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Our Response

Bring Everything Together In a Digital Framework

David
- That vision came together in a model common core digital district framework.

A Model Common Core
Digital District

David
- Introduce the video

Reflect On Your District

What would your technology integration video include if the story was told today?

Kay
- Silent write
- Table share out
- A few group share outs

Laura
- Planning/reference guide
- Provides ideas. It's not a be all/end all, but a starting point for discussion and planning
- Focuses on the task. Apps are included to show teacher how the task may be achieved, but it is not the focus.
- The document is not created/prepopulated by district personnel.
  - Teacher-driven
  - Reflective of the work teachers are doing in the classroom.

Intentionality is Critical

Laura
  – It's not about technology anymore. It's about digital literacy and competence.
  – The framework intentionally does not have a technology "box" for the same reason it doesn't have a pencil "box"

Anchor Standard

Reading Standard for Informational Text

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade 8

CCSS.ELA-LITERACY.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Laura
- Anchor Standards progress throughout the grade level.
- Example based on Anchor Standard 3: "Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- By having the one standard broken down for every grade, teachers can see the progression of learning and build upon prior knowledge while also setting the foundation for learning that will happen in future grades.

Before Technology

On paper, write an essay about the events leading up to the Civil War .

- Use cursive handwriting
- Write in blue/black ink only

With Technology

Using the computer lab, write an essay about the events leading up to the Civil War.

- Use MS Word to type your essay
- Double-space your document
- Use two sources from the library
- Insert a graphic

Laura –
Use MS Word to type your essay
Be sure to double-space your document
Use two sources from the library
Insert a graphic

Creativity and Innovation

ISTE Standard 1

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
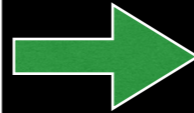
Task

Students choose appropriate media to create a presentation that demonstrates the changes to the United States as a result of different election outcomes.

Choices May Include:
A song, movie, interactive timeline

Steve
– With the framework, teachers intentionally look at all the skills needed by today's student. They design lessons with the purpose of not only teaching the CC standards, but the ISTE standards as well. For instance, Creativity and Innovation.

Communication and Collaboration

ISTE Standard 2

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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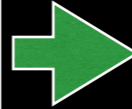
Task

Students will collaboratively identify events that will occur due to the change in the election results. Students will determine the best method to share these events with peers.

Resources May Include: Wiki, Google Docs, Prezi, class blog

Steve - Again, teachers using the framework intentionally look at the ISTE standards to include them in their lessons or activities.

Research
and Information Fluency

ISTE Standard 3

Students apply digital tools to gather, evaluate, and use information.

Task

Students use appropriate sources to gather, evaluate and apply information to extend understanding of the historical events leading up to and after the election.

Choices May Include: Google Hangout, Digital Content Portal, Library of Congress, iTunes U

Laura

Critical Thinking, Problem Solving, and Decision Making

ISTE Standard 4

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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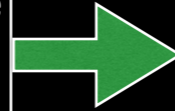
Task

Students create a plan to accomplish all project requirements.
As a collaborative team, students predict what would happen if Stephen Douglas won the election of 1860.

Choices May Include:
Google Calendar, Project management websites

Laura

Digital Citizenship

ISTE Standard 5

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

→
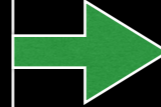
Task

Students use appropriate language in online discussion boards to provide peer feedback.

Students will cite sources and use non-Copyrighted media in their work.

Choices May Include: Collaborize Classroom, Class Blog

Laura

Technology Operations and Concepts

ISTE Standard 6

Students demonstrate a sound understanding of technology concepts, systems, and operations.
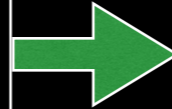
Task

Students integrate a variety of tools appropriate for the task, and are able to troubleshoot issues that may arise.

Choices May Include: Different operating systems, hardware, software

Laura

Webb's Depth of Knowledge (DOK) Levels

| Level 1	Level 2	Level 3	Level 4
Recall & Reproduction	Skills and Concepts	Strategic Thinking & Reasoning	Extended Thinking
Questions which require demonstrating and communicating factual knowledge of specific details, elements, and information. Little or no transformation of target knowledge or skill required. The response does not need to solved.	Questions which require mental processing beyond recalling, reproducing, or locating. Requires students to go beyond a basic description to predict/explain. Students must transform/process target knowledge.	Questions which demand planning, reasoning, and higher order thinking processes of analysis and evaluation to solve. Requires an in-depth understanding to reach a solution.	Questions which demand extended and integrated use of higher order thinking processes of critical and creative-productive thinking, reflections, and adjustment. Here students must solve a initiate, design, conduct, collaborate, and research.
Verbs	Verbs	Verbs	Verbs
Locate, calculate, define, identify, list, label, match, measure, report, recognize, memorize, repeat, recall, recite, state, tell, what, when, where, why, how.	Infer, categorize, organize, compare-contrast, modify, predict, interpret, distinguish, estimate, extend patterns, summarize, translate, show cause/effect, relate.	Critique, appraise, revise, assess, investigate, test hypothesis, develop a logical argument, problem solve, draw conclusions, cite evidence, use concepts.	Initiate, design and conduct, collaborate, research, synthesize, critique, produce/present, plan, modify, extend thinking, investigate

Kay
– The framework includes a DOK/SAMR identifier under each ISTE standard because the activities can span multiple levels of tech integration and rigor

The SAMR Model
enhancing technology integration
Ruben R Puentedura, Ph.D.
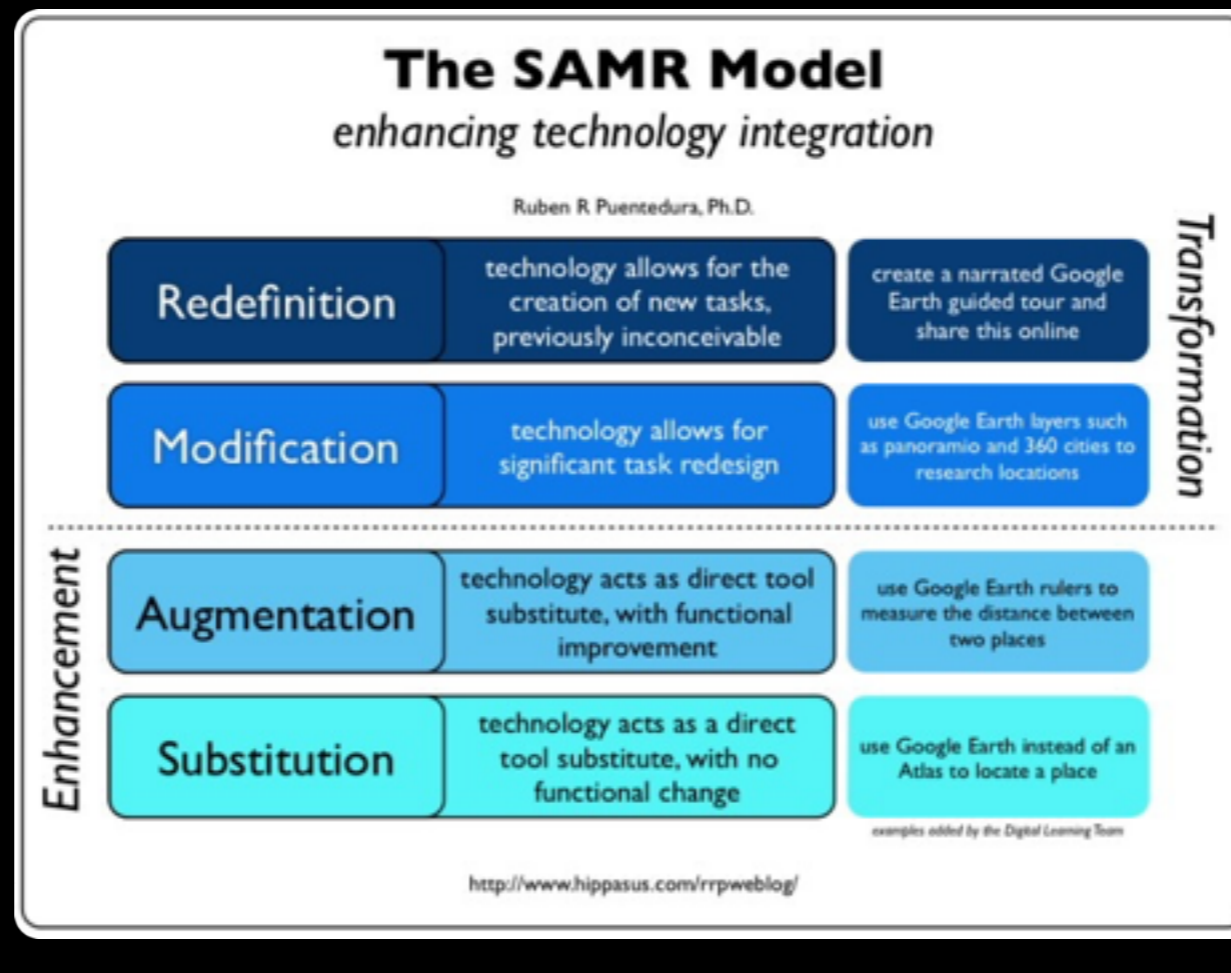
Kay (Steve)
- SAMR only tracks the way in which technology is used.
- An activity can be high on the SAMR model but still be a DOK level 1.
    - "Create an iMovie, but only include basic recall information from the text."

SAMR sort

Theme: Math

Students use the camera on their mobile device to find examples of symmetry and asymmetry on the school grounds. They create a movie using iMovie which shows symmetry and asymmetry examples, and they do voice-overs explaining how to tell if something is symmetrical or not symmetrical.

Theme: Science

Students record the effects that light has on plants by doing a time lapse of a plant in the window using their mobile device. They include the time lapse in a movie they create using voice overs to explain what is happening and why.

Theme: Social Studies

Students take pictures at historical locations in their local community during a field trip to learn about the area's history. They interview the president of the historical society to get information about each location, and take notes using a note taking app like Notability. They obtain digital copies of original photos from the past from the historical society. They create a website about the area's history, comparing the past with the present.

Theme: Science

Students draw or take pictures of animals in their community and use them to create a field guide of local wildlife using a word processor like Pages.

Theme: Social Studies

Students watch videos on the Discovery Education website about Veteran's Day. They honor a current or veteran military hero or family member in their lives by creating and submitting a 30 second tribute video. The videos are submitted to the "My Hero Is" Contest sponsored by Discovery Education, American Heroes Channel, and the National Military Family Association.

Theme: Math

Students use a multiplication app on their mobile device to practice their multiplication facts. When they score 80% correct, it moves them to the next level.

Theme: Social Studies

Students watch a Brain Pop video about maps, and learn about map symbols and map types. The next day, students participate in a Mystery Skype with a classroom in another state. They give clues as to their location, and each class uses technology as well as their atlases to try and discover the other class location.

Theme: Language Arts

Students listen to a story on their mobile device. After listening to it, they read the same story without the audio being read to them. Students then take a comprehension quiz about the story.
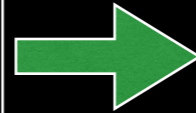
Kay
SAMR sort

Creativity and Innovation

ISTE Standard 1

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Task

Students choose appropriate media to create a presentation that demonstrates the changes to the United States as a result of different election outcomes.

SAMR Level ?
DOK Level   ?

David

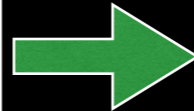Lead activity to identify SAMR and DOK on one of the tasks

SAMR can be high and DOK still be a level 1
        - Create a movie (SAMR level R) but only use it to recall facts, which is a DOK 1

Creativity and Innovation

ISTE Standard 1

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Task

Students choose appropriate media to create a presentation that demonstrates the changes to the United States as a result of different election outcomes.

SAMR Level A
DOK Level   3

Steve
- Why a planning guide?
- We knew the framework was our guiding document, but we needed to build something teachers could use in their planning process. So we develop the planning guide.

David
- TEF has 4 dimensions
- largest dimension is Instructional Planning
- Teachers must be intentional in their lesson design

Steve
- The activity we are about to do is meant to give a glimpes of the professional development we do with teachers

Identify Standard

Kay
- Standards on the table
  - Read and identify one in an appropriate grade level

Determine Learning Objective(s)

Steve
- How do we determine learning objectives?
- Using the standard your picked, determine the leaning objective(s) for the lesson.

Determine ISTE Standard(s) and correlating tasks to best support the objective(s)

Steve
- Add an activity for a chosen ISTE standard
- now that we have our objective, we need an activity or task to use to reach the objective or objectives.

Determine
SAMR Level

Steve/Kay
– What SAMR level do you think your activity fits under?

Determine
DOK Level

Steve
– DOK level identification

Time to Reflect

Laura
- How does this process promote intentionality?
- What makes it different than 20th century lesson planning?

District Wide Implementation

David
- Must be part of the district culture
- Can not be accomplished in a 2-day professional development session at the start of the year, or an occasional sub release day

Model Lessons

– Impact of framework: Teachers supported in exploring new opportunities
    – Skyping with classrooms around the world;
    – creating digital movies with stop motion animation
– Capturing these through model lesson opportunities and videos

PLC

– PLCs use technology tools such as Edivation by School Improvements Network to support district and school focus areas.

Instructional Rounds

- Instructional Rounds
  - Administrators and teachers
  - A single focus area

Professional Development
Supported by Coaching

Laura
IDEAS 2.0 – STEM and NGSS

Lakeside Next Steps

- Continue Digital Framework build

- Teacher Effectiveness Framework

- Expand student technology access

Laura

What are your next steps?

David
- Bring it to a close
- Lead discussion about next steps districts in the room need
- Thank them for attending

Contact Us

District Website:

www.lsusd.net

TOSA Tech Tutor Website:

http://www.lusdtechtutor.com/

Resources

ISTE Profiles for Technology Literate Students
http://bit.ly/1efptuo

Lakeside Union School District
http://www.lsusd.net

Model Digital District Framework
http://bit.ly/1rPYArO

Framework Planning Guide
http://bit.ly/1snEplu

Resources

Webb's DOK Chart
http://bit.ly/1rH9Moj

LUSD's Common Core Digital Framework Video
http://bit.ly/1oUi636

SAMR Model
http://bit.ly/1s3bnF7