

Instructional Technology Coaches' Update – January 2019

Computer Applications Course

The computer applications classes continued to work through the Microsoft Word unit this month. Most of the classes have completed the first lesson and activity and are ready to move on to the next set of lessons. The elementary classes first lesson surrounded basic Word functions like formatting text and inserting pictures and tables. Their next lesson focuses on inserting and formatting shapes to create the image of a dinosaur. The junior high classes are integrated with the ELA classes, so their first lesson dealt with document and text formatting to create a published final draft for their class. The next lesson focuses on creating lists and tables in which they will break down the elements of a story they have read in class.



Researching/ Piloting New Programs for Possible Implementation

Ms. O'Day and Ms. Butcher attended a virtual training session for ClassHub. Class Hub is a suite of easy-to-use tools that teachers use to keep the class on track and engaged. Additionally, ClassHub allows for screen monitoring, screen locking, and the guiding of lessons. ClassHub is also integrated with Clever. Clever gives students and teachers a single login for all of their online learning programs and resources.

Acellus-Robotics-Lab



Several STEM teachers requested additional training for Acellus Lab. Acellus Lab teaches students to program using Blockly. Blockly is a coding language where students program with small blocks of code that snap together. Ms. Butcher met with teachers at various buildings after school to provide additional support and training. The STEM teachers needed support with student sign-in and lesson progress. The students will be working through each lesson to successfully code the Acellus Robot.

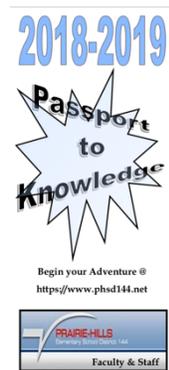
Instructional Technology Webpage

This month Ms. O'Day and Mrs. Butcher received approval to activate their instructional technology pages on the district website. These pages consist of an introduction page, an ed tech links page, and a technology blog page. The ed tech links page contains links to resources that teachers of all subject areas and grade levels can use with their students. The resources are organized by topic for teacher ease. The first blog post was based on implementing Google Classroom with the next possible blog topics being game-based assessment using Kahoot,

Quizziz, & SMART Online Learning Exchange and behavior management using applications like Class Dojo & Classcraft.

Teacher Digital Passport

The technology coaches completed the teacher digital passport and began distributing it to teachers and staff around the district. Like the student passport, the teacher passport was updated to reflect current district subscriptions. Ms. O'Day and Mrs. Butcher elected to include both teacher and student logins in the staff trifold to make it easier for teachers to implement the use of these applications in their classroom.



Professional Development Badges



Ms. O'Day & Mrs. Butcher are working on an initiative where teachers who participate in professional development whether it is as a whole group or during one-on-one sessions can earn colorful badges as proof that they have learned about a new program to integrate into their curriculum. Teachers can earn badges for everything from district-subscribed programs to web-based applications that they are introduced to by their technology coaches. The coaches saw a need to introduce teachers to new programs, and they hope that this new initiative will encourage teachers to broaden their horizons. The teachers will have a sheet to display their earned badges. At the junior high the sheets have already been posted in their classroom windows with administration offering some incentives for earning badges.

Ms. O'Day also began the planning for a Tech Tuesday professional development program that will take place after school at the junior high every Tuesday in the atrium from 2:45-3:15pm. The teachers were given a survey to see what topics/programs they would like covered during these mini-pd sessions. The first session will take place on February 5th. Ms. O'Day also created a Technology Teacher Resource board at the junior high. This board included QR codes that teachers can scan to access various programs that they can use in their classrooms.



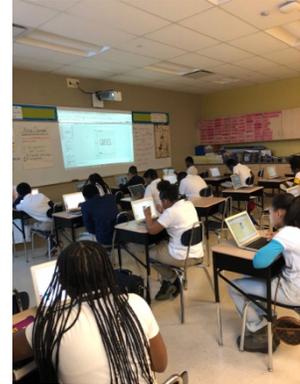
Google Level 1 Certification

Ms. Butcher recently completed her Google Level 1 Certification exam. The certification process required Ms. Butcher to work through modules on all of the features of Google Apps for Education. The modules require teachers to complete scenarios and quizzes to test their

knowledge. Ms. O'Day is due to take her Google Level 1 Certification exam within the next week or two with Mrs. Butcher currently working through her Google Level 2 modules.

Coaching Duties

The most common booking at the junior high again this month was for Google Classroom and the various Google Apps. Some of the bookings were from teachers who attended the Literacy Conference training, but wanted more one-on-one training before implementing it in their classrooms. Ms. O'Day had a few teachers that were interested in using Google Slides for culminating unit/novel projects. She met with both teachers to help them review what they wanted in their projects as well as helped them set up templates for their students. She also pushed into some of their classes the day the projects were introduced to teach the students how to navigate the program to complete their projects. Another Google app that teachers requested training for this month was Google Forms. They wanted to use the quiz feature to create assessments for their students. One teacher worked with Ms. O'Day to create a novel assessment for "The Outsiders." Ms. O'Day met with her to show her how to use the program to create a quiz as well as checked back with her while she was building the quiz. She also helped her post the quiz for her students in Google Classroom once it was ready. Other common bookings for this month centered around game-based and interactive programs like Prodigy and Actively Learn. Ms. O'Day also met with some of the sped teachers to help them navigate Imagine Learning and iReady as well as showed them how to use assistive technology like text-to-speech.



Ms. O'Day also worked with a few teachers on creating and practicing major presentations that they were going to deliver this month. She worked with Mrs. Herlitz and Mr. Leathers and their students to help them prepare for this month's school board presentation. The students presented Google SketchUp and how they used it to better visualize and understand volume, area, and perimeter. Ms. O'Day also assisted Ms. Birgans-Wright with her Project Lead the Way presentation. The students will be traveling to California at the beginning of next month to talk about how they used Project Lead the Way tools in their STEM class. She worked with Ms. Birgans-Wright to create the slide presentation that the students would use during their presentation.

This month, Ms. Butcher had several requests from teachers interested in integrating Google Classroom into their Reading and Math curriculum. Several of these teachers had attended the Google Training during the Literacy Conference and needed additional support with implementation. Ms. Butcher was able to support the teachers by recommending resources



that integrated with the teachers' curriculum. Students completed a Google Slides project on determining the Main Idea and the Topic Sentence of informative texts. An ESL teacher integrated a Google Classroom activity that was differentiated by the grade levels in her class. The students completed an activity on telling time focusing on hour and half-hour intervals. Several other teachers participated in a Google Classroom activity that required students to set

personal and academic goals for the New Year. Students will later self-reflect to determine if they met each goal.

Ms. Butcher also introduced many teachers to the value of computer coding in the classroom. Computer coding teaches students critical thinking skills, problem solving, and determination. Ms. Butcher worked in several classrooms to set up student accounts for Code.org. Students were then introduced coding to become familiar with the basics. After the introduction students logged into Code.org to begin completing the modules. The modules teach students the basics of block coding and how to correct a code when needed. Students will then continue working through the modules at their own pace.



In preparation for the February school board meeting Ms. Butcher met with teachers at Fieldcrest School. The teachers needed guidance to develop their presentation. Ms. Butcher was able to provide direction on the project and recommend the necessary computer applications.