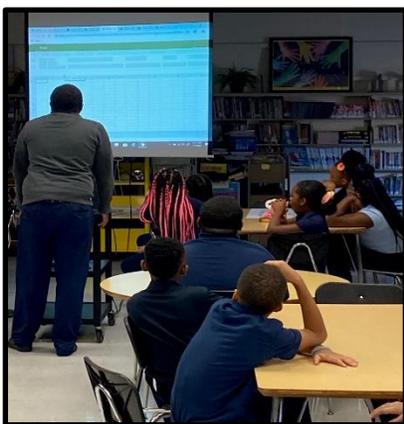


Instructional Technology Coaches' Update – January 2020

Computer Applications Class

The coaches have been working very hard this month to finish designing the activities and instructional packets for the Excel units. The elementary lessons begin with very basic skills such as entering data and progress to basic equations and chart formatting. The 3rd grade unit includes activities for creating bike sales and candy shop sales spreadsheets. The 4th grade unit has the students create spreadsheets tracking cell phone usage and a flower shop's inventory and sales. The 5th grade unit has the students creating spreadsheets to track bookstores sales and inventory and sales for a Prairie Hills concession stand. At the junior high all the students had to take a social media survey that was used to provide the data for the grade level activities in the Excel unit. The junior high lessons begin in 6th grade with table/chart formatting with small amounts of data and basic equations and end in 8th grade with using formulas to filter through large sets of multiple data points and creating more complex charts using that filtered data. The 6th grade unit has three activities for which the students use the survey data to create spreadsheets analyzing when students silence their phones, what is the overall favorite app for PHJH students, and students' opinions on freedom of speech online. The 7th grade unit has two activities for which the students create spreadsheets analyzing how often they post and check social media as well as how often they see different types of hate speech online. The 8th grade unit has three activities that require the students to filter through data to create spreadsheets on how students view cyberbullying, adult involvement in the online life of teenagers, and how PHJH students communicate with their friends.



After winter break the students were allowed to finish any missing assignments in the Microsoft Word unit at the elementary level. Once the students had submitted all of the remaining assignments the media specialist worked diligently to finish grading the students' work. In mid-January the students began working on the Excel unit. The students in third through fifth grade were introduced to the unit by first learning the importance of Excel and reviewing vocabulary terms for the unit. This gave the students the background knowledge to then begin working on the Excel unit. The third grade students have been working on the first activity called Bike Sales. The students learned how to enter data into a spreadsheet and then create a bar chart. Once the students created the chart in Excel they followed the process to format the chart. This included adding a chart title, axis titles, and changing the colors of the bars in the chart. The fourth grade students have been working on the first activity called Cell Phone Use. The activity requires the fourth graders to also create a spreadsheet. The information from the spreadsheet was then used to create a chart. Students were responsible for adding a chart title, gridlines, data labels, and axis titles. Their final task was to use the insert an online picture feature. The students were responsible for finding pictures of the social media icons. The fifth graders have started the Excel activity titled Prairie-Hills Concession Stand. The students are required to use the provided information to run a concession stand. The students were also required to correctly format the spreadsheet and input the data. After the students input the data they were required to use several

formulas to subtract and divide the data. Once the spreadsheet was complete, the students had to analyze the spreadsheet to answer various questions concerning the inventory of the concessions stand. After the third-fifth graders complete the first Excel lesson they will move onto the second activity. The skills taught in each lesson build upon the skills that were taught in the previous lesson.



At the junior high, the computer classes are wrapping up their Microsoft Word unit. All of the classes are currently working through their final MS Word activity which will be completed in early February before moving on to the Excel unit. The lessons for the junior high computer classes are integrated with the ELA curriculum, so the students use argumentative writing prompts/scenarios as the basis for each assignment. The 6th grade classes are finishing up their argumentative newsletter activity which required the students to create a graphic newsletter that argues their position using images and textboxes. This activity teaches argumentative writing skills, working with shapes and textboxes, document formatting, and inserting/formatting pictures. The 7th grade classes are completing their professional letter activity for which they had to write a formal letter to someone who disagrees with their position to argue over which position is correct. This activity teaches argumentative writing skills, research skills, formal letter formatting, and formatting an envelope. The 8th grade classes are currently working on their resume assignment for which they are creating a resume for a possible future summer job. This assignment teaches standard resume formatting, document formatting, and inserting/formatting shapes and columns. As assignments are being completed, they are being graded and the scores are being shared with the ELA teachers so that they can be added to PowerSchool as in-class assignments.

Badging Initiative & Technology Thursdays



Ms. O'Day & Mrs. Butcher continue to encourage teachers to earn badges for learning new skills as a part of the badging initiative that they began last year. Currently all teachers as well as some of the support staff and administrators have badge sheets and are actively earning badges. Badges can be earned by participating in professional development or by inviting a technology coach into their classroom during a technology-infused lesson. As the coaches discover new programs that teachers can use in the classroom, they add new badges to the list of badges teachers can earn. New badges added in January are for the app/programs Edpuzzle and Accelerated Reader. Mrs. Butcher and Ms. O'Day also discussed with administration possible incentives teachers could receive for earning a certain number of badges. After the discussion we decided that at the end of the year teachers would earn one raffle ticket per badge earned. During the end of the year celebration one winner would be chosen from the junior high and one winner from an elementary building.



Tech Thursday continued at the junior high this month. Tech Thursday is a weekly half-hour mini-pd offered to teachers at the junior high to introduce them to new programs and ways of using technology in the classroom. At the mini-pd's, teachers receive a handout detailing the individual program, ideas for how to use it in their classroom, as well as earn a badge for that program. The Tech Thursday on January 9th centered on the program Quizlet. The teachers learned how to create and account, create classes in the program, have students join their class, sync with Google Classroom, search for sets, create their own sets, merge existing sets, and all of the different modes that are available for viewing the sets. The teachers also had the opportunity to see what it looks like from the student portal, they were given recommendations for how they can use Quizlet with their students. The mini-pd on January 16th focused on the program EdPuzzle. EdPuzzle enables teachers to embed voice overs, audio notes, questions, and comments/notes right into a video. The teachers learned how to create their account using their district Google email, set up their classes, find/upload videos to edit, embed materials into their videos, and assign the videos to their students. They were also showed how to get additional free video slots by referring other teachers to sign up.

Acellus



Mrs. Butcher and Ms. O'Day recently attended the Acellus Academy Training in Kansas City, MO. After learning about all of the wonderful features of Acellus the coaches presented the information to the special education teachers, resource teachers, and bilingual teachers during the December Literacy Conference. As we returned from winter break, the coaches have been following up with the teachers at the elementary and junior high to assist with creating classes, adding students, and logging into the program. As the students have started to use the ELA, Math, Science, and Social Studies Acellus curriculum the coaches have been able to answer teacher's questions and troubleshoot if necessary.

Technology Advisory Committee

On January 16th, the technology coaches participated in the Technology Advisory Committee Meeting. During the meeting the technology coaches participated in the online demonstration of the HP Classroom Manager. This program allows teachers to maintain control over the technology in their classroom by providing them real-time screen monitoring for their students; control over browser tabs on student devices; and the ability to lockdown, block, or allow websites on student devices. HP Classroom Manager is compatible with Windows and iOS devices unlike some of its competitors. During the meeting the team also discussed the upcoming pilot of the previously discussed Aristotle screen monitoring program. Several teachers were interested in piloting the program in their classrooms during the month of February.

School Board Presentation

In preparation for the January school board meeting Mrs. Butcher assisted the teachers at Highlands with their presentation. The fourth graders successfully completed the 3D printing project using the Tinkercad 3D design program and the MakerBot printer. Mrs. Butcher also began assisting the students at Chateaux with the February school board meeting presentation. The students at Chateaux will be showcasing their new broadcasting equipment that is located in the innovation room. Chateaux has recently received a Padcaster. The device allows for students to record video using an iPad with an attached microphone and tripod. The end result is a professional looking video. In addition to the Padcaster, a portion of the wall in the room has been painted green to create a green screen backdrop. The green screen allows for a background image to be placed digitally behind the student being recorded. The students have been working on learning how to use the Padcaster, creating the script, recording school events, and interviewing staff. Once recording is complete the students will use the app iMovie to edit the video.



IDEA-Illinois Digital Educators Alliance

On the evening of January 29th, Mrs. Butcher along with two other District 144 teachers attended the Shake-Up Your Learning Spaces Event held by IDEA. During this event we were able to participate in a Breakout Edu which is a physical game kit where we worked together to solve various puzzles to open a locked box. This format is similar to an actual escape room. There was also the opportunity to play a life-sized game of Candy Land. Instead of having a game piece, we were the actual game pieces moving around the game board while answering trivia questions. These types of activities can be integrated into the classroom curriculum. Mrs. Butcher and Ms. O'Day will also be attending the IDEAcon conference the last week of February. During this conference, the coaches will learn about new technology resources and explore strategies for how to implement them in the classroom.



Technology Coaching

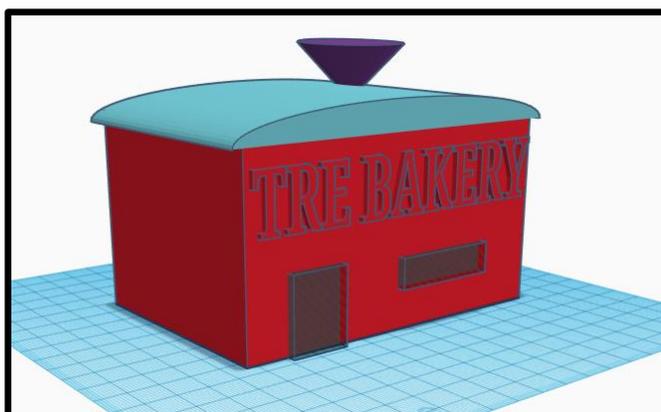
At the junior high this month the most common requests centered around topics taught during the Tech Thursday mini-pd's and the program Edulastic. Teachers that were unable to attend the Quizlet and EdPuzzle trainings heard about the sessions from teachers that attended and requested one-on-one sessions so they didn't miss out. In the one-on-one sessions, Coach O'Day was able to give them ideas for how they could best use the program with their students as well as help them set up their initial deck/video. At the junior high, Ms. O'Day had a bunch of teachers that were looking for a way to better prepare their students for the types of questions that they will see on the IAR test. They were also looking for an application that would provide them with data that they could use to identify and target the specific needs of their students. Coach O'Day recommended the program Edulastic because it meets all of those needs and is relatively easy to set up and use. Ms. O'Day showed the teachers how to

create their accounts, sync with Google Classroom, and create tests either from scratch using the different formats available or using the question bank in the program. Ms. O'Day also pointed out the PARCC sample tests that teachers can assign directly to their students and recommended that they use them to have their students practice before the actual IAR assessment. Coach O'Day also spent a lot of time with the teachers talking about the different question formats and how to analyze the data. Once a student completes an assessment, the teacher can view whole class data, individual student data, and even drill down into individual responses, and the length of time a student spent on each question. Ms. O'Day talked to the teachers about how to use all of these data points to best target their instruction. Ms. O'Day also worked with a sped teacher that was looking for a way to get her students more interested in reading. She was looking for resources that the students could use to read independently as well as a resource that would provide her with short articles, etc. that she could use for whole group texts. Ms. O'Day recommended that she use Epic! with her students as it has an extensive library of texts for various different reading levels. Ms. O'Day showed her how to assign specific texts to her students based on what they are studying in class, but she also recommended that she let the students choose their own texts for independent reading. The nice thing about Epic! is that it will learn the students' preferences and recommend other texts for them to read to improve reading engagement. For the whole class texts, Ms. O'Day recommended that she try ReadWorks and the article of the day feature. Whenever Ms. O'Day had any open periods this month, she did check-ins with teachers to see if they needed any help with using technology in their classroom. Other common bookings at the junior high included DocHub, Discovery Education, Google Classroom, and FlipGrid.



At an elementary schools Mrs. Butcher had many request from teachers that needed assistance in creating their Defined STEM project. These teachers were interested in taking their STEM projects to the next level. Teachers at Highlands were interested in having students create exercise videos. The exercise videos would then be viewable by scanning a QR code. The teachers had a great idea but needed help in executing the project. Mrs. Butcher recommended that the teachers use an iPad to take the video. Then upload the video to a Dropbox account. The Dropbox account would then store the video files. The files would then be shared via a link. Mrs. Butcher then assisted the teachers in copying the link to a QR code generator website. The teachers then displayed the QR codes in the hallway for visitors to scan and view the videos.

Additionally, the fourth grade teachers at Mae Jemison also requested assistance with the STEM projects. The fourth grade team selected a project that required students to create a bakery that sold croissants. Mrs. Butcher recommended that each class be divided into four groups. Each group would then complete a different portion of the STEM project. Mrs. Butcher met with each group to teach



them how to use the various different technology components. Several students created a 3D model using the program Tinkercad. The students then used the MakerBot printer to print the models. Several students were required to use Google Drawings to create the interior layout of the bakery. Mrs. Butcher showed the students how to use various shapes in Google Draw to create tables, chairs, doors, and display cases. Other students used Google Sites to create a webpage for the bakery. Students were responsible for adding the menu, bakery location, operating hours, and various pictures to the site. While doing this students learned about creating various pages within a website and creating links on a website. The final group of students created a brochure that was used as an advertisement for the bakery. The students used Microsoft Word or a Google Doc to create the document.