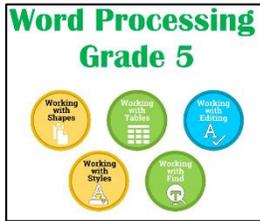


# Instructional Technology Coaches' Update – October 2019

## Computer Applications Class



The computer applications classes are underway in all schools. Students that are in kindergarten through second grade are becoming more proficient at quickly logging into the computer, using the mouse, typing, and visiting various websites. This month the second graders have been introduced to logging into Microsoft 365 and creating a Microsoft Word document. Students created a document that required students to type their name and a few sentences correctly. Students then had the opportunity to insert a picture that went along

with the text. The students that are in third through fifth grade have begun their Microsoft Word lessons. The third-grade students were introduced to various Microsoft Word features including creating headers and footers, inserting and deleting text, copy and pasting, and using the tab key to indent paragraphs. Students in fourth grade are building upon skills that they learned last year. In addition to using the skills from last year, they are learning how to create a hyperlink, create a numbered list, change the page orientation, and add a header to a document. This month the fifth-grade students are required to insert, resize, and position shapes within a Word document. Students were also required to insert a table to organize information. Within the table students were required to format text according to the provided directions. Additionally, students are participating in discussions regarding several digital citizenship topics.

Argumentative Sources	
Argumentative Prompt:	<input type="text"/>
Source #1	
Article/Section Title:	<input type="text"/>
Website Title:	<input type="text"/>
Author:	<input type="text"/>
Editor:	<input type="text"/>
Editor Web Address:	<input type="text"/>
Author's Name:	<input type="text"/>
Date Accessed:	<input type="text"/>
Citation:	<input type="text"/>
Source #2	
Article/Section Title:	<input type="text"/>
Website Title:	<input type="text"/>
Author:	<input type="text"/>
Editor:	<input type="text"/>
Editor Web Address:	<input type="text"/>
Author's Name:	<input type="text"/>
Date Accessed:	<input type="text"/>
Citation:	<input type="text"/>
Source #3	
Article/Section Title:	<input type="text"/>
Website Title:	<input type="text"/>
Author:	<input type="text"/>
Editor:	<input type="text"/>
Editor Web Address:	<input type="text"/>
Author's Name:	<input type="text"/>
Date Accessed:	<input type="text"/>
Citation:	<input type="text"/>

Use one of these to create your citation  
<http://www.citric.com/citric>

At the junior high the computer classes are integrated with the ELA curriculum, so they teach technology skills and reinforce skills covered in the English language arts classrooms. The students were all required to select an argumentative prompt based on digital citizenship/internet safety concepts. They are using the prompt they selected for a majority of their Microsoft Word activities. All of the grades have finished their argumentative sources activity which required them to find three online sources that they can use to support their position on the prompt that they selected. Once they found their sources, they had to find all of the identifying information and create a formal

MLA citation for each source using a citation creator. Sixth grade is currently in the process of finishing up their field trip permission slip assignment which teaches/reinforces research skills, letter formatting, inserting and formatting shapes, document/text formatting, and persuasive writing skills. The seventh-grade students are currently working on their Venn diagram projects which requires them to create a Venn diagram from scratch in Word using facts/details they researched for their argumentative prompt. This assignment teaches research skills, document/text formatting, inserting/formatting shapes and textboxes, creating lists, and compare and contrast skills. Eighth grade is currently working on the professional letter activity which teaches/reinforces research skills, formal letter formatting, document/text formatting, creating envelopes, and persuasive writing skills. All elementary and junior high ELA teachers received a print out of the grades that students earned in the library computer class so that they could include those scores in their 1<sup>st</sup> quarter grades.

## Broadcasting Studio



Mrs. Butcher and Ms. O'Day participated in the two-day training session for the new broadcast studio at the junior high. The first day of training revolved around the teachers learning how to use the new studio. During the session, the teachers learned about each piece of equipment such as the camera, monitoring screens, backdrop, etc. and how all of those pieces work together to create a cohesive production.

The teachers also learned how to work the production board and the various types of provided programming to produce an actual live broadcast. The second day was for the students who are participating in the new broadcasting club at the junior high. The teachers who received the training on day one were tasked with teaching the students how to use the equipment and programming with the master trainer overseeing everything to make sure that nothing was missed. The teachers broke the students up into groups to work on creating their own newscast production. By the end of the day the students had filmed various pieces of footage from around the building using iPads, edited their footage to fit the planned newscast, imported all of their pieces into the production programming, and created a live broadcast.

## Badging Initiative & Technology Thursdays

Ms. O'Day & Mrs. Butcher are continuing the Technology Badge Program initiative for the 2019-2020 school year. The coaches continued the program this year as an incentive for teachers to broaden their technology horizons. Each teacher has been given a new badge sheet for the school year and an updated list of the available badges. The sheet is to be displayed on a classroom bulletin board or in the hallway. Teachers can earn badges by participating in professional development whether it is as a whole group or during one-on-one sessions. Badges can also be earned by inviting a technology coach into their classroom during a technology infused lesson. This year the technology coaches have added a few new badges including SAMR, Snowflake (flat panels), Broadcasting, Youtube, Active Classroom, and Acellus Robotics.



Tech Thursday began at the junior high this month. Tech Thursday is a weekly half-hour after school professional development offered to teachers at the junior high to teach them how use new programs with their students. Teachers receive a flyer at the beginning of every month and can choose to attend the mini-pd's that interest them. 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. Teachers are also encouraged to ask questions or book individual coaching sessions for more one-on-one help if they would like. The programs covered during Tech Thursday this month were Snowflake (flat panel programming), Edulastic (online assessment creator), and DocHub (PDF editor).



teacher can view all open windows and tabs from each device, lock a student's screen or the entire class, and be alerted to students attempting to access inappropriate sites. GoGuardian also has a chat feature that allows students to ask the teacher questions and receive instant feedback in real time. During our next meeting the committee will be investigating other screen monitoring programs.

### Technology Coaching

Teachers are able to book individual appointments with Mrs. Butcher and Ms. O'Day to receive help with program selection, training, signing students up for programs, as well as providing additional assistance when using technology in the classroom. Again this month, requests for training on Google Classroom was the most common teacher booking at both the elementary buildings and the junior high. Teachers that requested this training were shown how to access the Google Apps suite; set up classes; add students; create and post notes, materials, questions, and assignments; and grade/comment on student work. Teachers were also very interested in how to connect their textbook apps with Google Classroom and how to assign editable PDF's to their students through Google Classroom. The coaches worked with the teachers to show them how to access and use the Google extension DocHub as well as sync their Google Classrooms with Pearson Realize. The coaches also began investigating Merge Cubes and how they can be used to create hands-on augmented reality lessons for students.



This month, Ms. O'Day's most common school-wide request involved helping the teachers navigate their new flat panels. For the Android side of the flat panel, she showed the teachers how to use the Canvas program, access the Internet, and download apps using the ClearTouch store. Ms. O'Day also reviewed with teachers how to download and access the Snowflake programming on the computer side of the flat panel. In Snowflake, she showed them the browser app and how to bookmark websites so that they can access them in the bookmarks menu; the media app and how to create media files on the flat panel for their lessons; the nodes app and how to create mind maps and webs with lesson materials; the zone feature so that they can divide the screen into sections; and the lessons app which allows them to search for, edit, and create their own interactive lessons. She also gave them ideas and scenarios for each app and how it can be used in the classroom. One thing she made sure to stress to the teachers was that it was okay for them to have students come up and use the panel during class. Ms. O'Day had a couple of ELA teachers that were interested in a program that would help their students with reading and understanding informational texts. The teachers wanted a program that would provide them with a wide selection of informational texts as well as activities for those texts. Ms. O'Day recommended NewsELA and assisted the teachers with setting up accounts, syncing it with Google Classroom, and assigning texts/activities for their students. Ms. O'Day also had a math teacher that asked her if there were any good math programs that they could use to have their students practice the skills they learned in class beyond iReady. After investigating, she showed the teacher Khan Academy and WootMath as both programs offered the scaffolding the teacher was looking for. Ms. O'Day also showed the teacher the program Prodigy for some game-based math instruction. The teacher chose to use all three of the programs depending on the skills covered in class. Ms. O'Day also introduced these programs to a few other math teachers to see if they would be interested in the

programs as well. Other common requests this month dealt with breakout/escape room activities, Active Classroom, Discovery Education, and Swift coding.

This month several teachers requested Mrs. Butcher's assistance incorporating technology into their curriculum. Mrs. Butcher met with a teacher at Fieldcrest several times to introduce her to various resources. During the first meeting the teacher was introduced to apps her students could use on the iPad. Mrs. Butcher set up a class account for EPIC and ABCMouse. Once the accounts were set up, Mrs. Butcher assisted the students in logging into their accounts and completing their first assignment. During follow up sessions, Mrs. Butcher showed the teacher how to access Pearson Realize and how the various components of the program can be incorporated into her daily lesson plans. Additionally, an ESL teacher that travels between multiple buildings needed assistance with digitally organizing assignments for students. Mrs. Butcher worked with the teacher to introduce her to various programs that might meet her needs. These programs were SeeSaw, Microsoft Teams, and Google Classroom. After analyzing each program the teacher decided that Google Classroom would be the most beneficial. Mrs. Butcher has been an ongoing resource to this teacher as she explores all the features of Google Classroom. Currently, Mrs. Butcher is looking into the best way for students to record their reading fluency and add the sound file to a Google Classroom assignment. Furthermore, an elementary special education teacher reached out to Mrs. Butcher regarding a practical way to track student data from various letter recognition, fluency, and reading comprehension tests. Mrs. Butcher recommended that the teacher use an Excel spreadsheet. The teacher was unsure of how to create the spreadsheet and formulas used for calculating student scores. Mrs. Butcher was able to work with the teacher and set up the spreadsheet to meet her needs. Finally, Mrs. Butcher has been meeting with teachers that will have students presenting at upcoming school board meetings. There are several students who will be presenting about using a classroom blog to share ideas and feedback. There are also several students who will be presenting on how they used Tinkercad and the MakerBot 3D printer as part of an ELA project.

