



Supporting the Digital Classroom

Dr. Kathy Nobles

FOIL, Spring 2016



FLORIDA DEPARTMENT OF
EDUCATION
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Goals:

- Determine the attributes of a standards-based digital classroom.
- Gain a basic understanding of the Technology Integration Matrix (TIM) and how it can assess technology integration in the classroom.
- Discuss demands of school and district personnel in relation to supporting digital classrooms, teachers and learners.
- Review supporting the teacher through classroom observation look-fors in a digital classroom.
- Update about the Digital Classroom Plan (DCP).

Slide show available on the BSIS website

- <http://www.fldoe.org/academics/standards/subject-areas/instructional-technology>

Trends In Educational Technology

Smart Phones Episode

<https://www.youtube.com/watch?v=PqD5VsCtwV4>



Padlet

- To access, go to the link provided or type in the address.
- Double click anywhere on the screen.
- A text box will appear.
- Type in your entry.
- Click once in an empty space to save your answer.

Demonstration:

http://padlet.com/kathy_nobles/21stCenturyEducation

Why do we want digital classrooms?

21st Century Education

https://www.youtube.com/watch?v=O35n_tvOK74&nohtml5=False

- Padlet 1

http://padlet.com/kathy_nobles/21stCenturyEducation

- Enter a word or phrase in Padlet 1 that made an impact on you or that best describes

21st Century Education

21st Century Learning

<https://www.youtube.com/watch?v=f0RyaAsVNGU&nohtml5=False>

- Padlet 2

http://padlet.com/kathy_nobles/DigitalLearners

- Enter a word or phrase in Padlet 2 that made an impact on you or that best describes:

Digital Learners

Teaching vs. Learning

How do our words compare?

Are there changes needed?

If yes, what are they?

Reimagining Classrooms: Teachers as Learners and Students as Leaders

Ted Talks: Kayla Delzer

<https://www.youtube.com/watch?v=w6vVXmwYvgs> **Snippet 1: 0:44-2:04**

Lead. . . .



LEAD, FOLLOW, OR GET OUT OF THE WAY

What is Technology?

When referring to **technology** in the classroom, people have their own interpretation about what technology is.

- Hardware?
- Software?
- Networks?
- Internet?

For this presentation, we will use the term “**technology**” to refer to instructional tools used by students and teachers in the classroom.

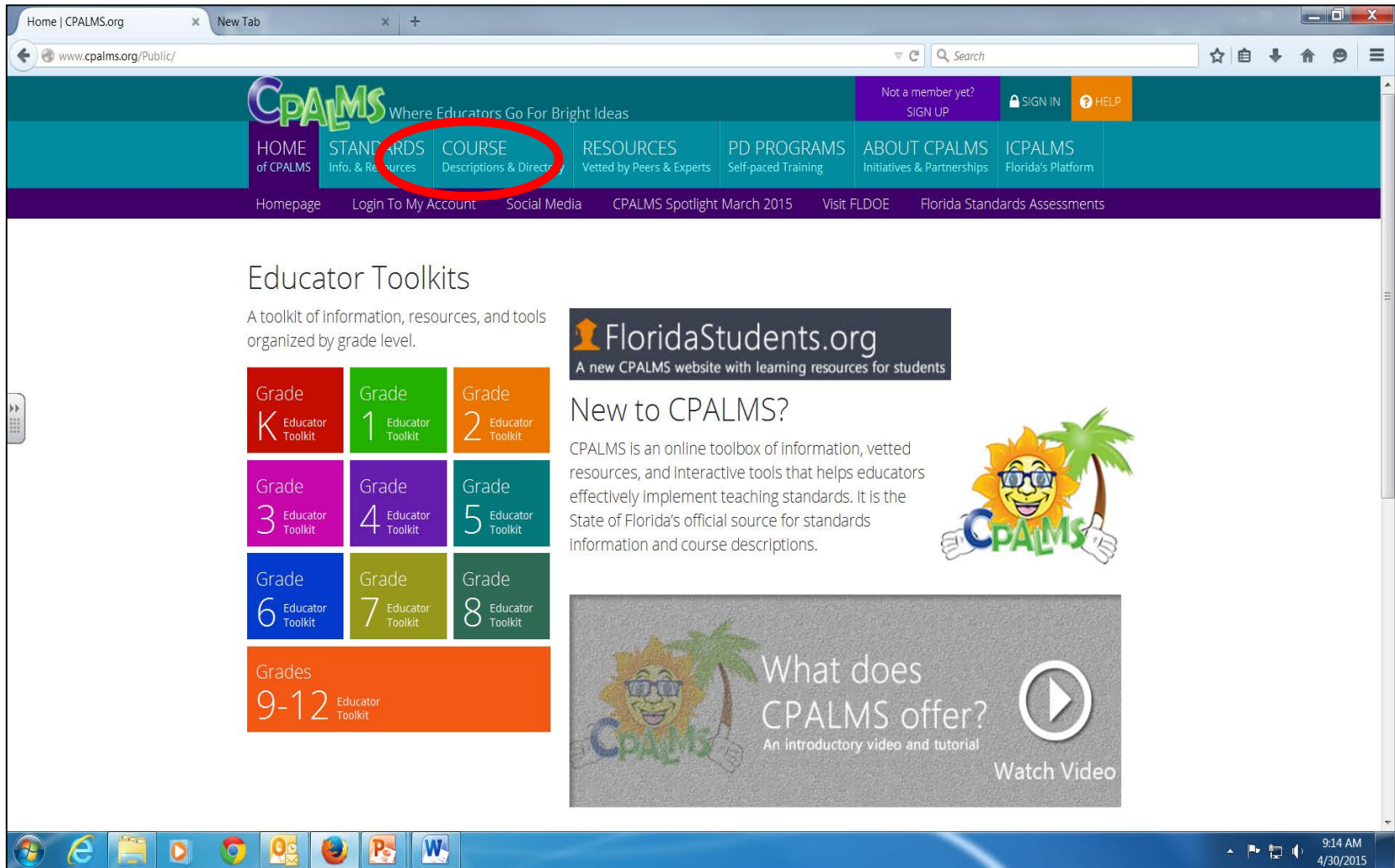


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Standards and Incorporating Technology

Course Description

[View CPALMS Website](#)



The screenshot shows the CPALMS website interface. The navigation menu at the top includes: HOME of CPALMS, STANDARDS Info. & Resources, **COURSE Descriptions & Directories** (highlighted with a red circle), RESOURCES Vetted by Peers & Experts, PD PROGRAMS Self-paced Training, ABOUT CPALMS Initiatives & Partnerships, and ICPALMS Florida's Platform. Below the navigation menu, there are links for Homepage, Login To My Account, Social Media, CPALMS Spotlight March 2015, Visit FLDOE, and Florida Standards Assessments. The main content area features a section titled "Educator Toolkits" with a description: "A toolkit of information, resources, and tools organized by grade level." Below this, there is a grid of colorful tiles for each grade level from K to 12, each labeled "Grade [Number] Educator Toolkit". To the right of the grid, there is a section titled "New to CPALMS?" with a description: "CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions." Below this text is a cartoon character of a sun wearing glasses and holding a palm tree. At the bottom of the page, there is a video player titled "What does CPALMS offer? An introductory video and tutorial" with a "Watch Video" button. The browser's address bar shows "www.cpalms.org/Public/" and the system tray at the bottom right shows the time "9:14 AM" and date "4/30/2015".

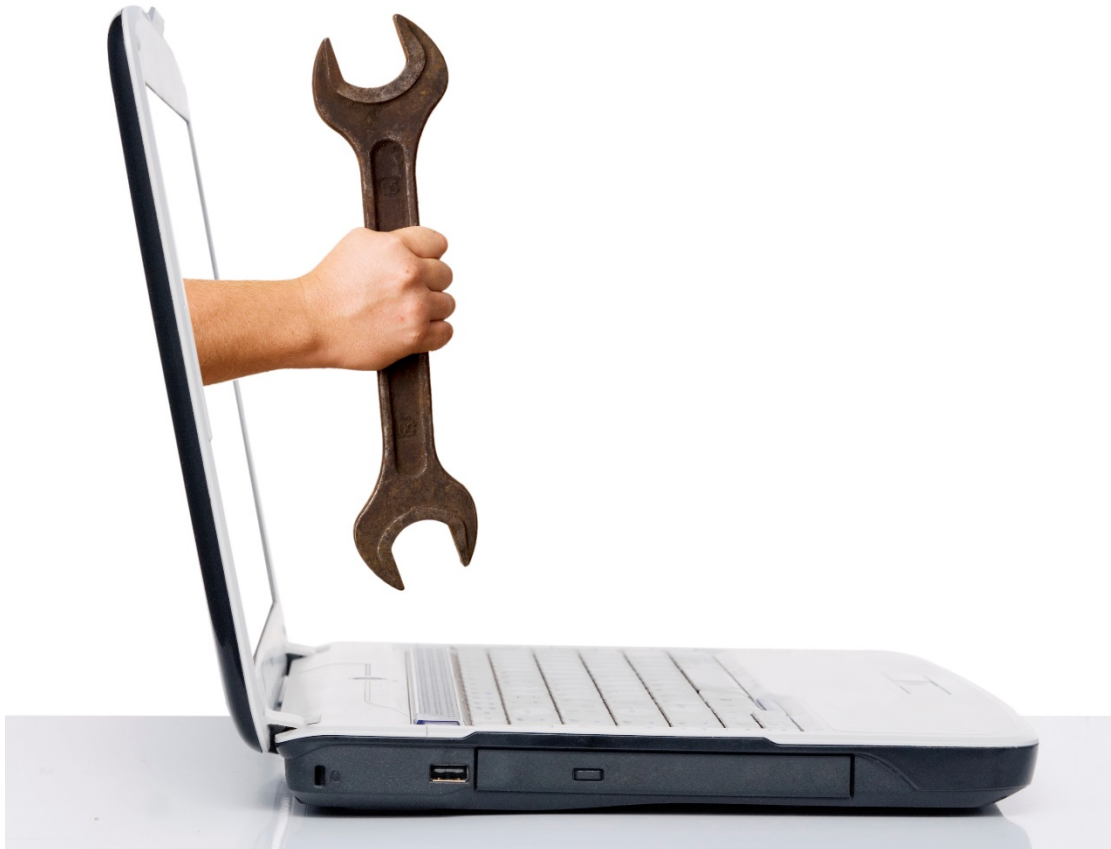
What is Technology Integration?

- More than teaching basic computer skills and software programs
- Must support standards and curricular goals
- Routine and transparent
- Supports key components of active engagement and frequent interaction

[Integrate Technology - Edutopia](#)

[Levels of Technology Integration - TIM](#)

Instructional Tools



Selecting the Right Instructional Tool

- **Based on standards**
- A tool allows students to complete higher quality work
- A tool helps students understand content
- These concepts apply whether the tool is technology based or not
- BSIS website <http://www.fldoe.org/academics/standards>
 - Instructional Technology
 - Standards and Technology Matrices for ELA

ELA Standards and Technology Matrix (Grade 5)

This matrix focuses on the **ELA standards in 5th grade** that are most conducive to integrating technology into instruction.

Suggested tools and activities are included to provide guidance for integrating technology into the teaching of each standard.

Note:

This matrix does NOT include all of the ELA standards.

ELA Standards and Technology Matrix (Grade 5)		
Grade	Standards	Technology
5	LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> - online presentation software such as Prezi - online poster creator such as Glogster - mind-mapping application such as Popplet - eBooks
5	LAFS.5.RI.3.7 Draw on information from multiple print or digital sources , demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> - child-friendly research database such as Primary Search from EBSCOhost - child-friendly search engine such as Safe Search Kids from Google
5	LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> - online video/media albums such as Voicethread - online poster creators such as Glogster - online artifacts collector such as Museum Box - word cloud creator such as Wordle.
5	LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the internet , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> - online blogs such as EduBlog - wikis such as Wikispaces - online keyboarding applications such as Keyboarding Challenge from ABCYa.com - office/productivity software such as Microsoft Word
5	LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources ; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> - kid-friendly search engine such as Safe Search Kids from Google - online note-taking application such as Study Blue
5	LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats , including visually, quantitatively, and orally.	<ul style="list-style-type: none"> - YouTube or TeacherTube Videos - online magazines such as Time For Kids
5	LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> - online graphics software such as Pixlr - audio recorder such as mp3 recorder or smartphone - online poster creators such as Glogster - online movie creators such as iMovie
5	LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital , to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> - online dictionary/thesaurus software such as Wordsmyth

5th Grade ELA Matrix continued

ELA Standards and Technology Matrix (Grade 5)		
Grade	Standards	Technology
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5	<p>LAFS.5.W.1.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> - online video/media albums such as <u>Voicethread</u> - online poster creators such as <u>Glogster</u> - online artifacts collector such as Museum Box - <u>word cloud creator</u> such as <u>Wordle</u>.

5th Grade ELA Matrix continued

5	LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> - online blogs such as EduBlog - wikis such as Wikispaces - online keyboarding applications such as Keyboarding Challenge from ABCYa.com - office/productivity software such as Microsoft Word
5	LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> - kid-friendly search engine such as Safe Search Kids from Google - online note-taking application such as Study Blue
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5th Grade ELA Matrix continued

5	<p>LAFS.5.L.3.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>- online dictionary/thesaurus software such as <u>Wordsmyth</u></p>
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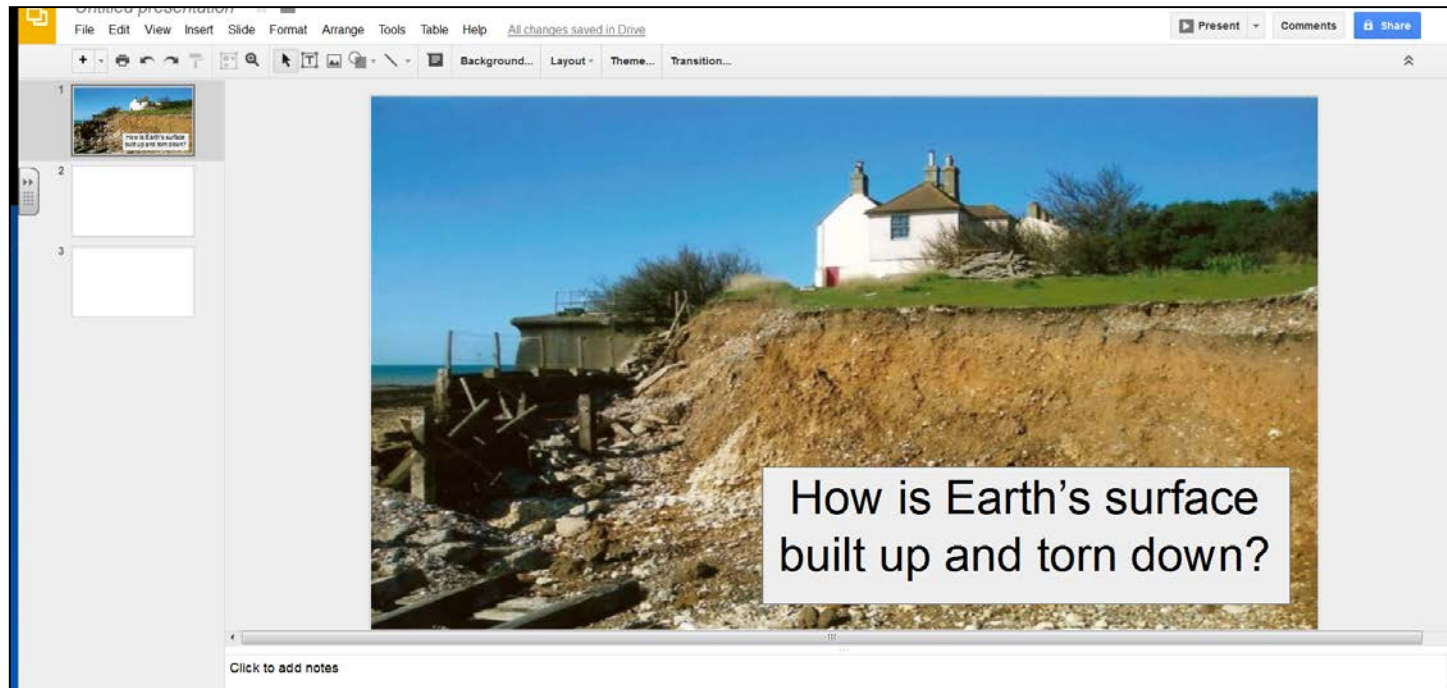
Instructional Technology Webpage:

<http://www.fldoe.org/academics/standards/subject-areas/instructional-technology>

Example of Using Tech Tools to Meet Standards

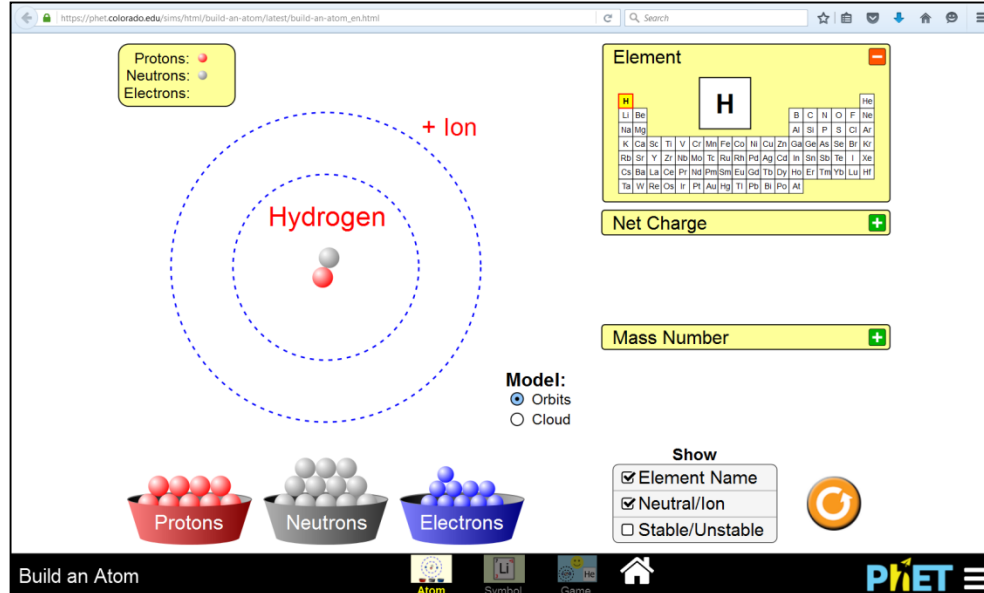
- LAFS.68.WHST.2.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Google Slides for collaborative creation.



Example of Using Tech Tools to Meet Standards

- SC.912.P.8.4- Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.
 - [PhET Simulations – Build an Atom](#)

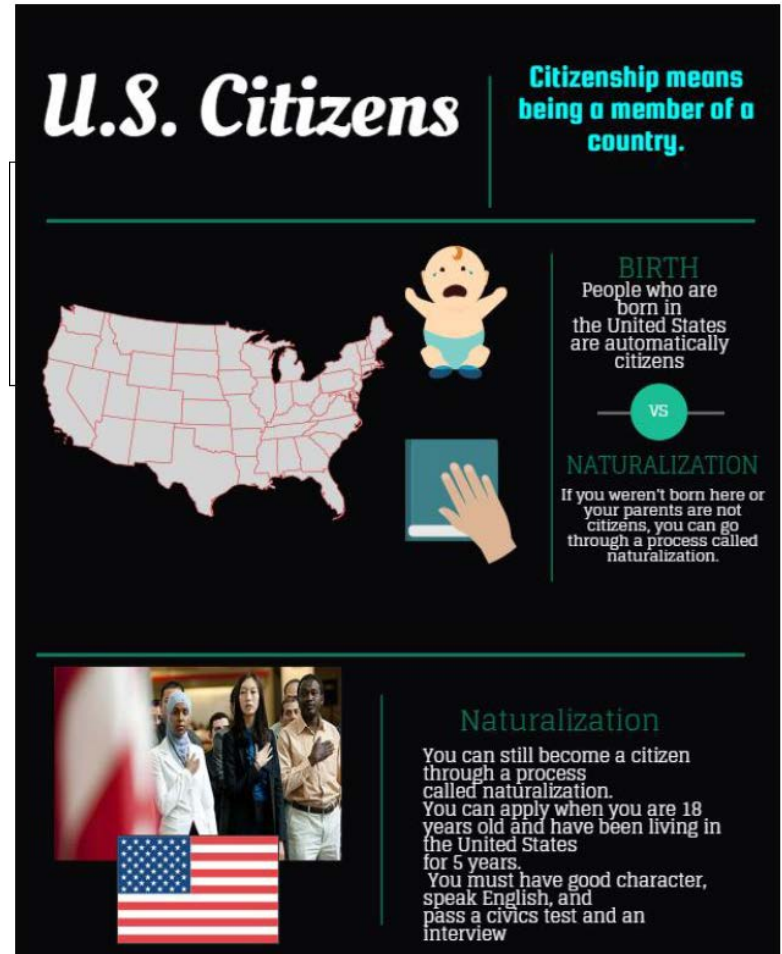


Build an Atom

Atom Symbol Game Home PhET

Example of Using Tech Tools to Meet Standards

- SS.7.C.2.1- Define the term "citizen," and identify legal means of becoming a United States citizen.
 - Have students create an infographic.



U.S. Citizens

Citizenship means being a member of a country.

BIRTH
People who are born in the United States are automatically citizens

vs

NATURALIZATION
If you weren't born here or your parents are not citizens, you can go through a process called naturalization.

Naturalization
You can still become a citizen through a process called naturalization. You can apply when you are 18 years old and have been living in the United States for 5 years. You must have good character, speak English, and pass a civics test and an interview

When and How Should Technology Be Used?

- Once the standards-based lesson is written, you should decide if technology will enhance the quality of instruction or increase retention of material.
- You should aim to use tools that encourage student engagement and autonomy.
- **As learning becomes more transformational, teachers talk and do less, and students talk and do more.**

Reimagining Classrooms: Teachers as Learners and Students as Leaders

Ted Talks: Kayla Delzer

<https://www.youtube.com/watch?v=w6vVXmwYvgs> **Snippet 2: 2:44-4:04**

What does a transformational classroom look like?



The Technology Integration Matrix (TIM)

- Developed by the Florida Center of Instructional Technology at the University of South Florida
- Designed to provide teachers and administrators with a tool for assessing the level of technology integration in the classroom
- Can be used as a self-assessment for teachers or as an observational tool for administrators

The Technology Integration Matrix (TIM)

- Addresses five levels of technology integration
- Incorporates five characteristics of meaningful learning environments

Five Levels of Technology Integration

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Five Characteristics of Meaningful Learning

- Active
- Collaborative
- Constructive
- Authentic
- Goal Directed

[View Full Site](#)

TIM Matrix

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Active Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Information passively received ...more	Conventional, procedural use of tools ...more	Conventional, independent use of tools; some student choice and exploration ...more	Choice of tools and regular, self-directed use ...more	Extensive and unconventional use of tools ...more
Collaborative Students use technology tools to collaborate with others rather than working individually at all times.	Individual student use of tools ...more	Collaborative use of tools in conventional ways. ...more	Collaborative use of tools; some student choice and exploration ...more	Choice of tools and regular use for collaboration ...more	Collaboration with peers and outside resources in ways not possible without technology ...more
Constructive Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.	Information delivered to students ...more	Guided, conventional use for building knowledge ...more	Independent use for building knowledge; some student choice and exploration ...more	Choice and regular use for building knowledge ...more	Extensive and unconventional use of technology tools to build knowledge ...more
Authentic Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Use unrelated to the world outside of the instructional setting ...more	Guided use in activities with some meaningful context ...more	Independent use in activities connected to students' lives; some student choice and exploration ...more	Choice of tools and regular use in meaningful activities ...more	Innovative use for higher order learning activities in a local or global context ...more
Goal Directed Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Directions given, step-by-step task monitoring ...more	Conventional and procedural use of tools to plan or monitor ...more	Purposeful use of tools to plan and monitor; some student choice and exploration ...more	Flexible and seamless use of tools to plan and monitor ...more	Extensive and higher order use of tools to plan and monitor ...more

Characteristics of the Learning Environment

The **Technology Integration Matrix (TIM)** illustrates how teachers can use technology to enhance learning for K-12 students. The TIM incorporates five interdependent characteristics of meaningful learning environments: **active, constructive, goal directed** (i.e., reflective), **authentic and collaborative** (Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., **entry, adoption, adaptation, infusion and transformation**) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells.

Using the TIM

Teachers use the TIM to assess themselves to determine the level of tech integration for a specific lesson or their classroom instruction as a whole.

Administrators and coaches use the TIM as an assessment to observe teachers and their ability to integrate technology effectively for a specific lesson or classroom instruction as a whole.

Note: Reaching the higher levels of the TIM for a lesson or an entire curriculum is not realistic. The level is often dependent on the age of students and their familiarity with the technology. The level of tech integration should be based upon the highest level attained in a given time period.

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Active	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
Collaborative	Individual student use of tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers and outside resources in ways not possible without technology
Constructive	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
Authentic	Use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher order learning activities in a local or global context
Goal-Directed	Directions given, step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor

Characteristics of the Learning Environment

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<http://fcit.usf.edu>

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.

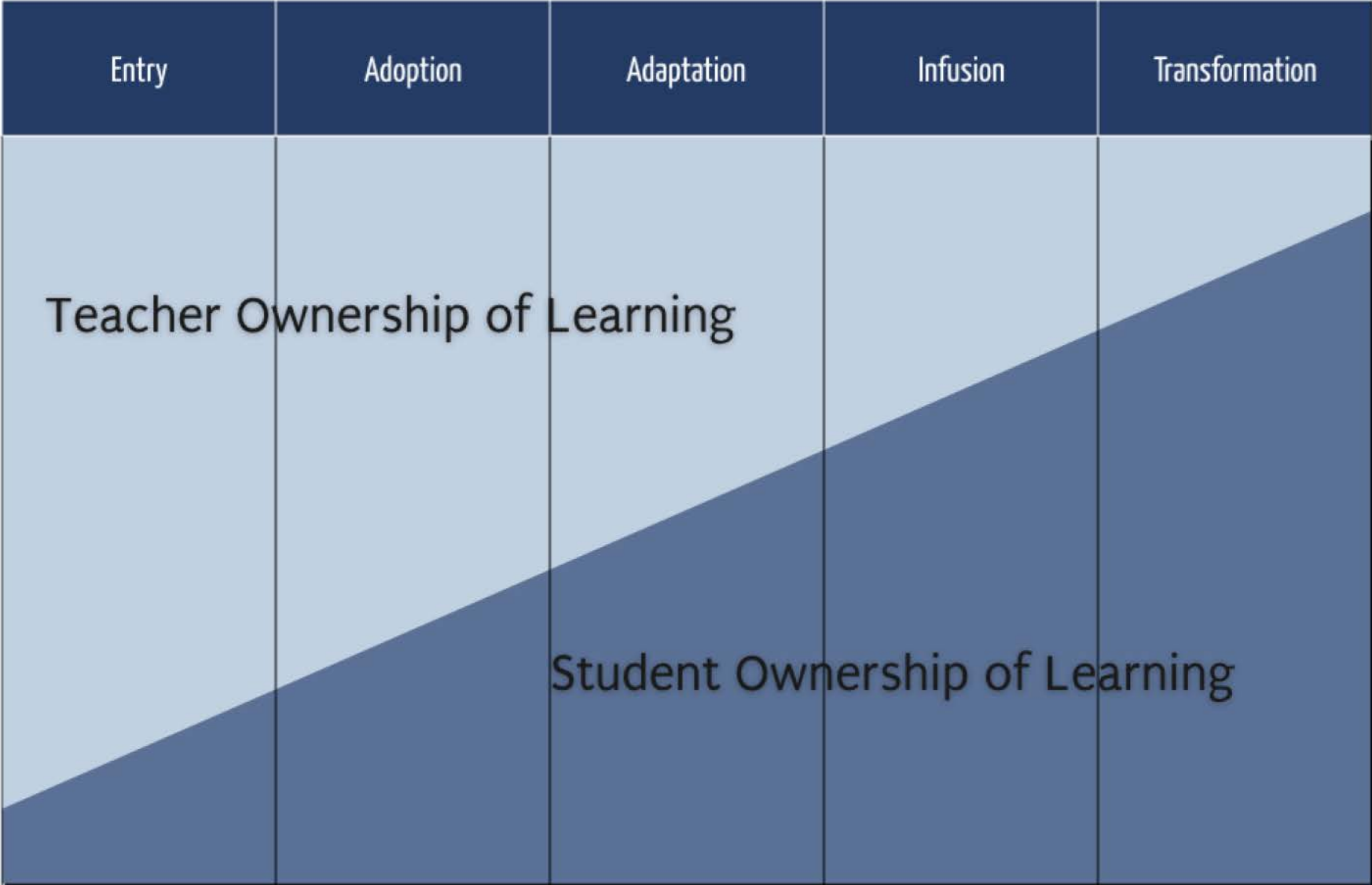
Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
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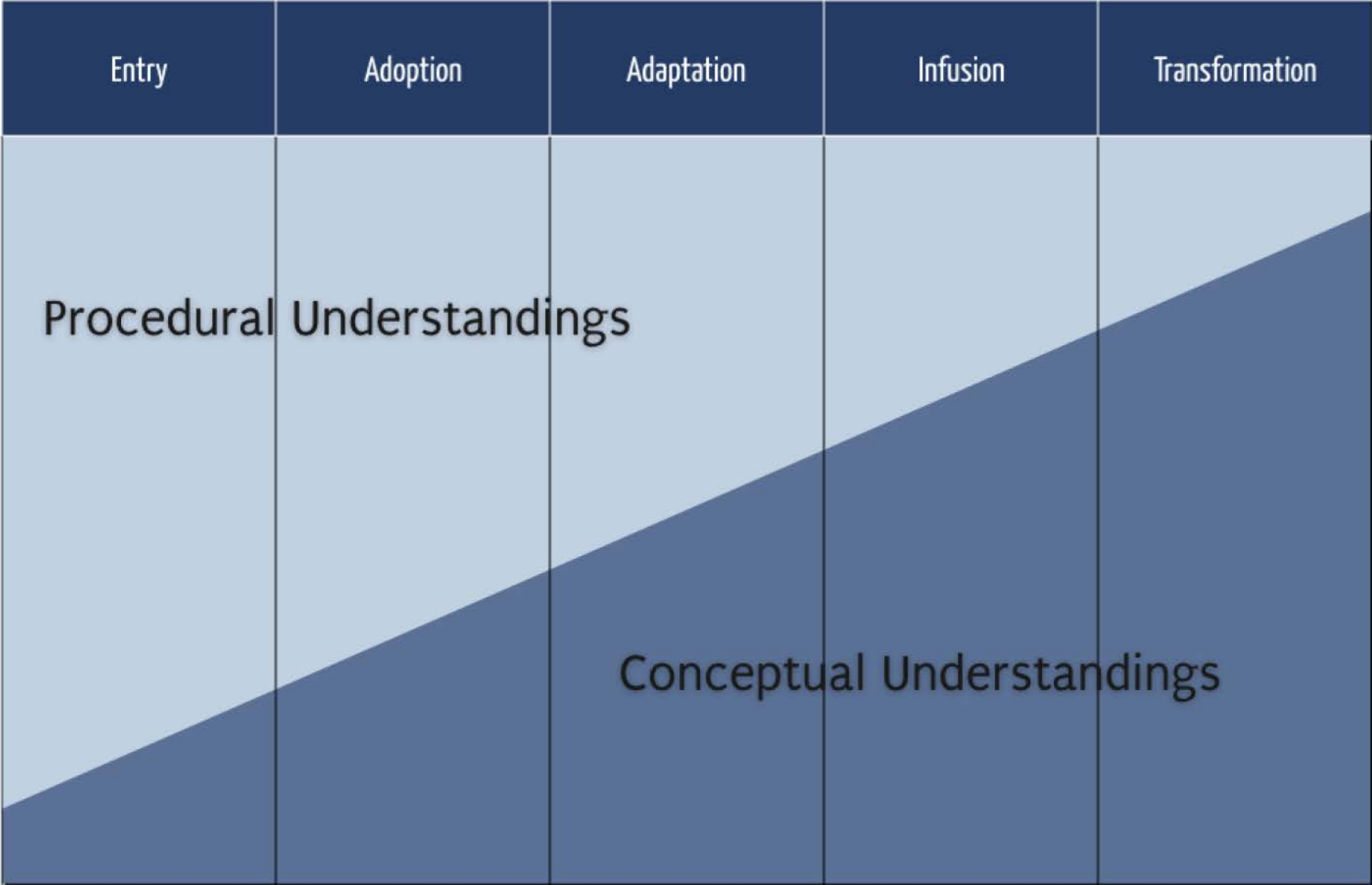
Example:

Active learning observed at the **Adoption Level** of the **TIM** indicates that tools used are conventional and that the activity is heavily directed by the teacher. Students follow procedures to complete the assignment.

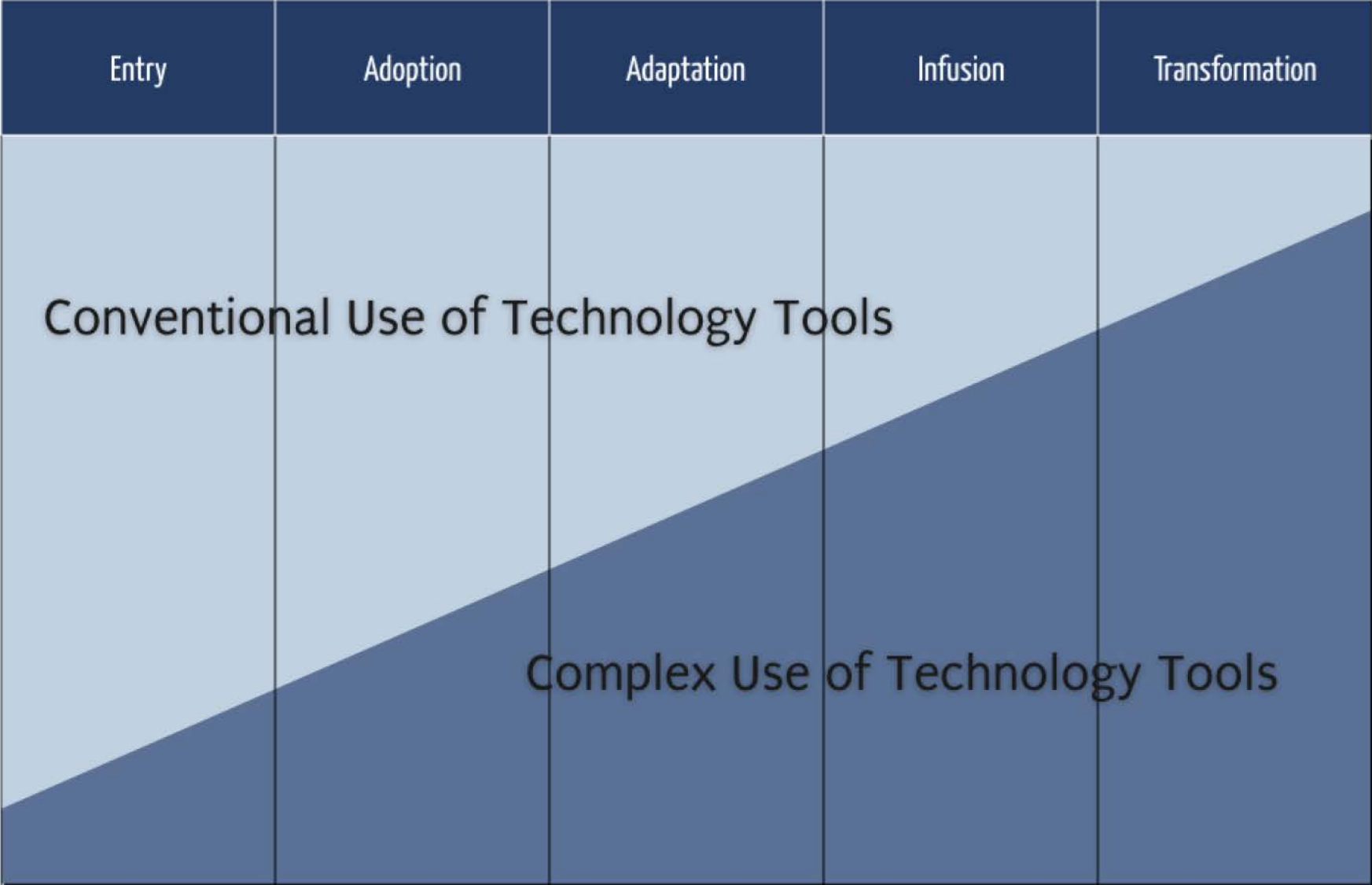
THE TECHNOLOGY INTEGRATION MATRIX



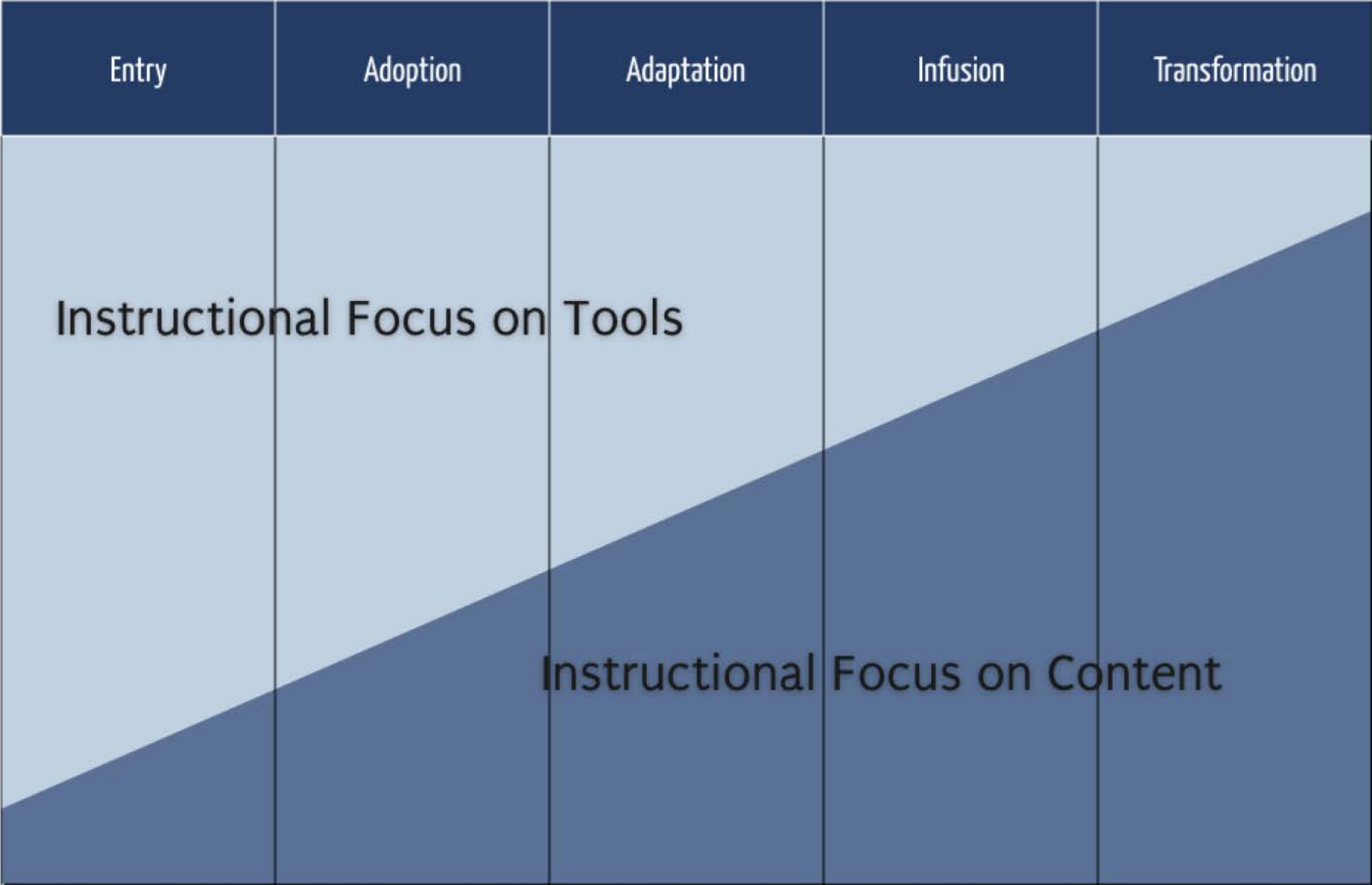
THE TECHNOLOGY INTEGRATION MATRIX



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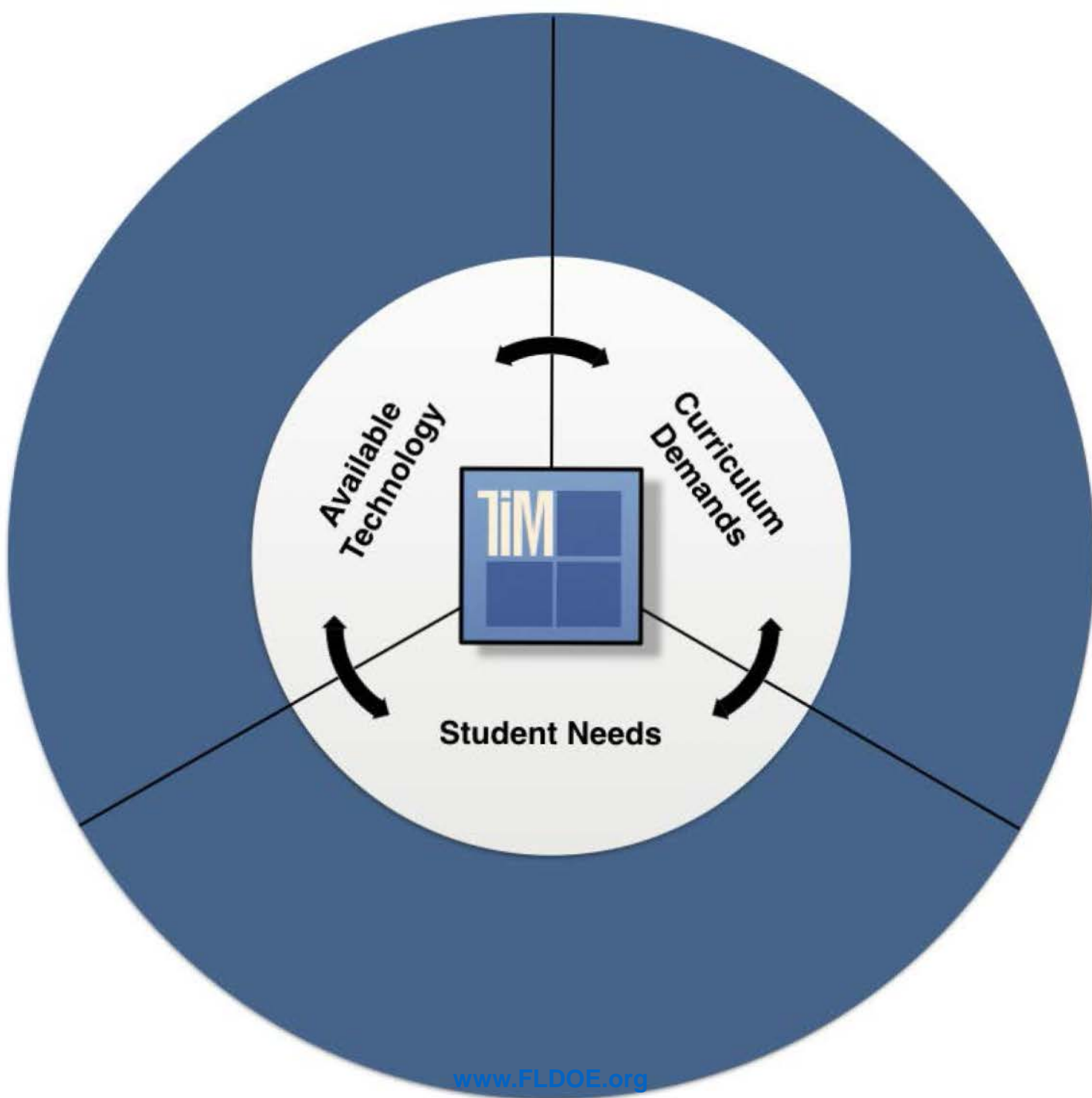
THE TECHNOLOGY INTEGRATION MATRIX

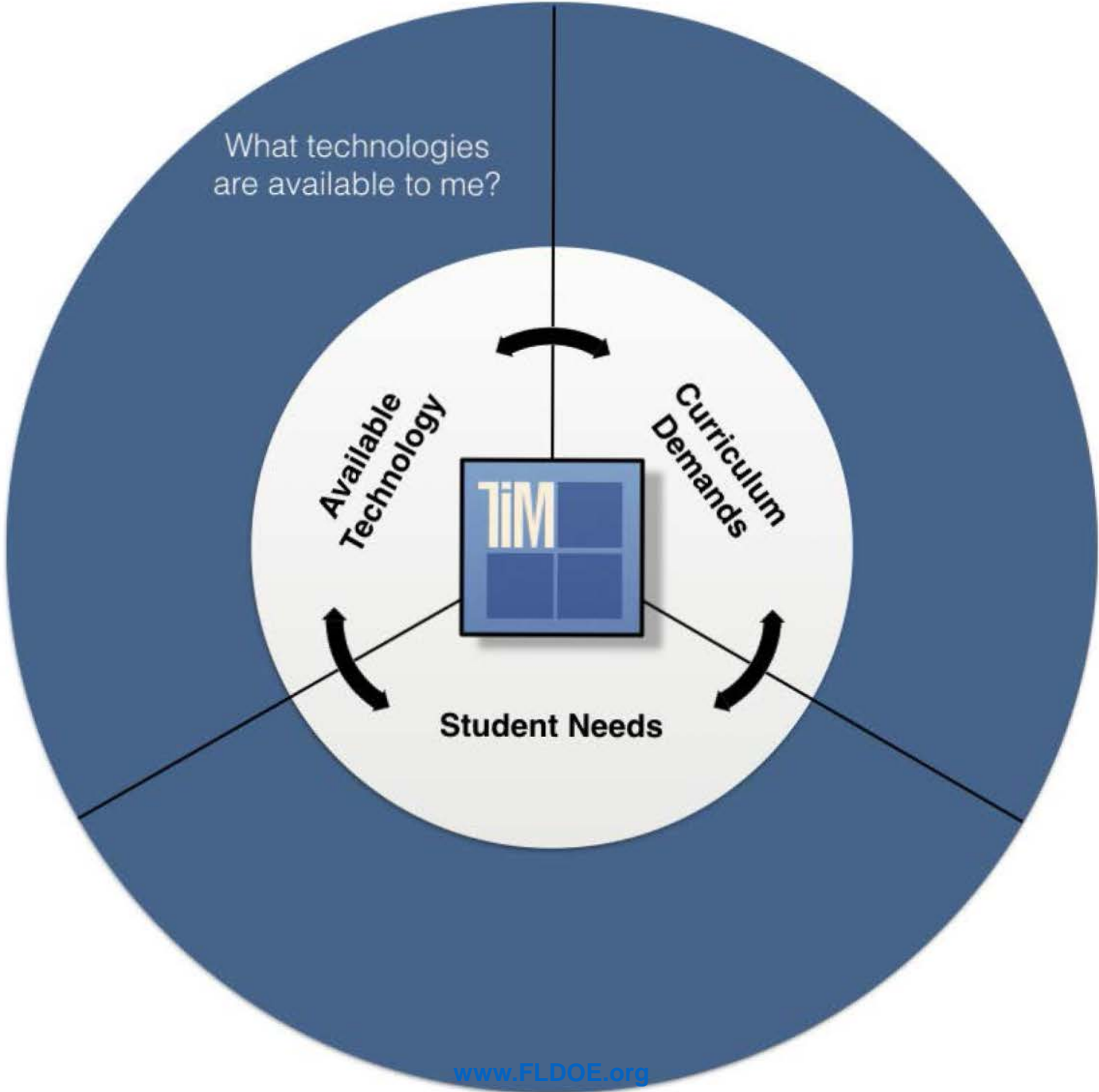


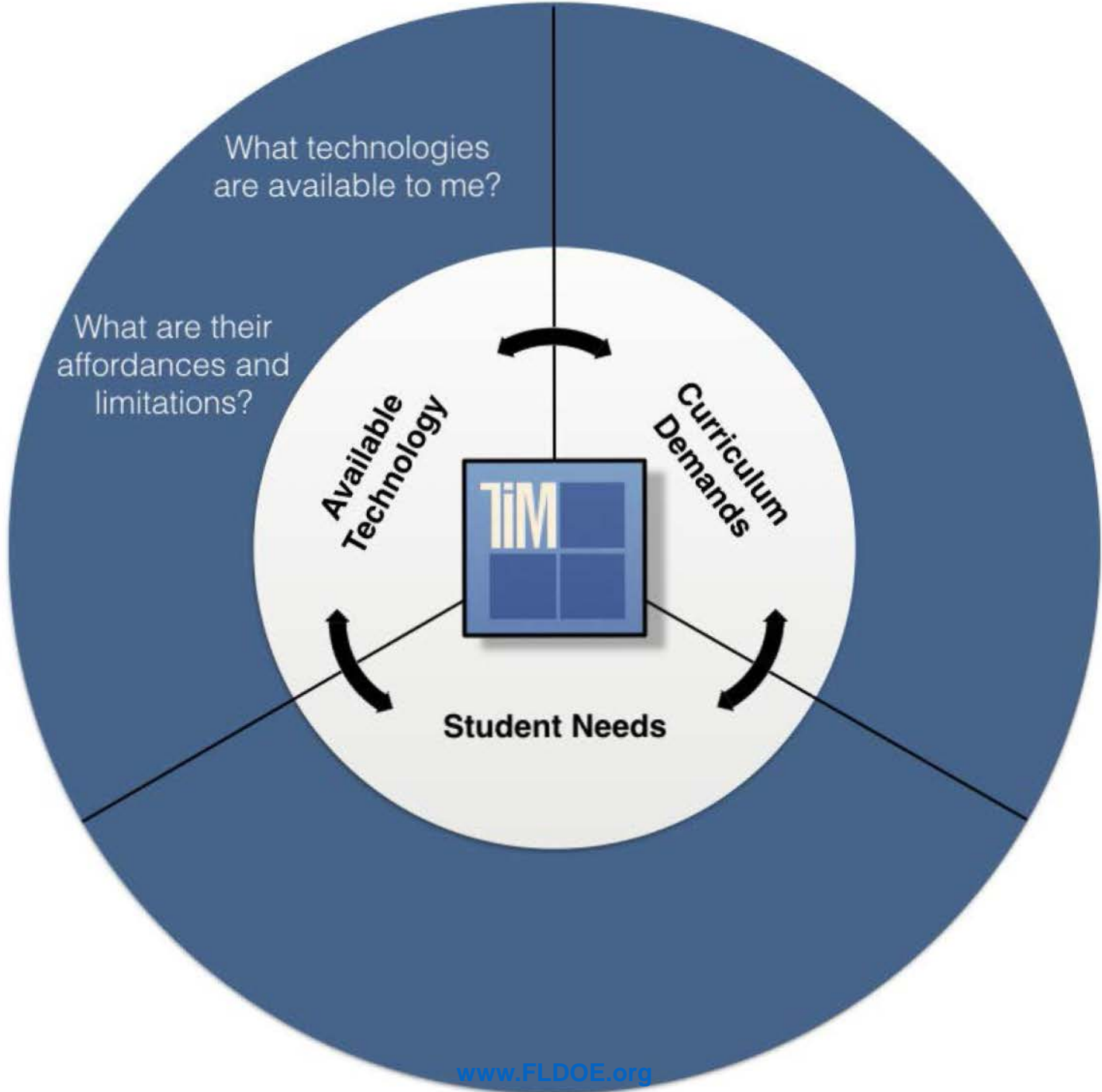


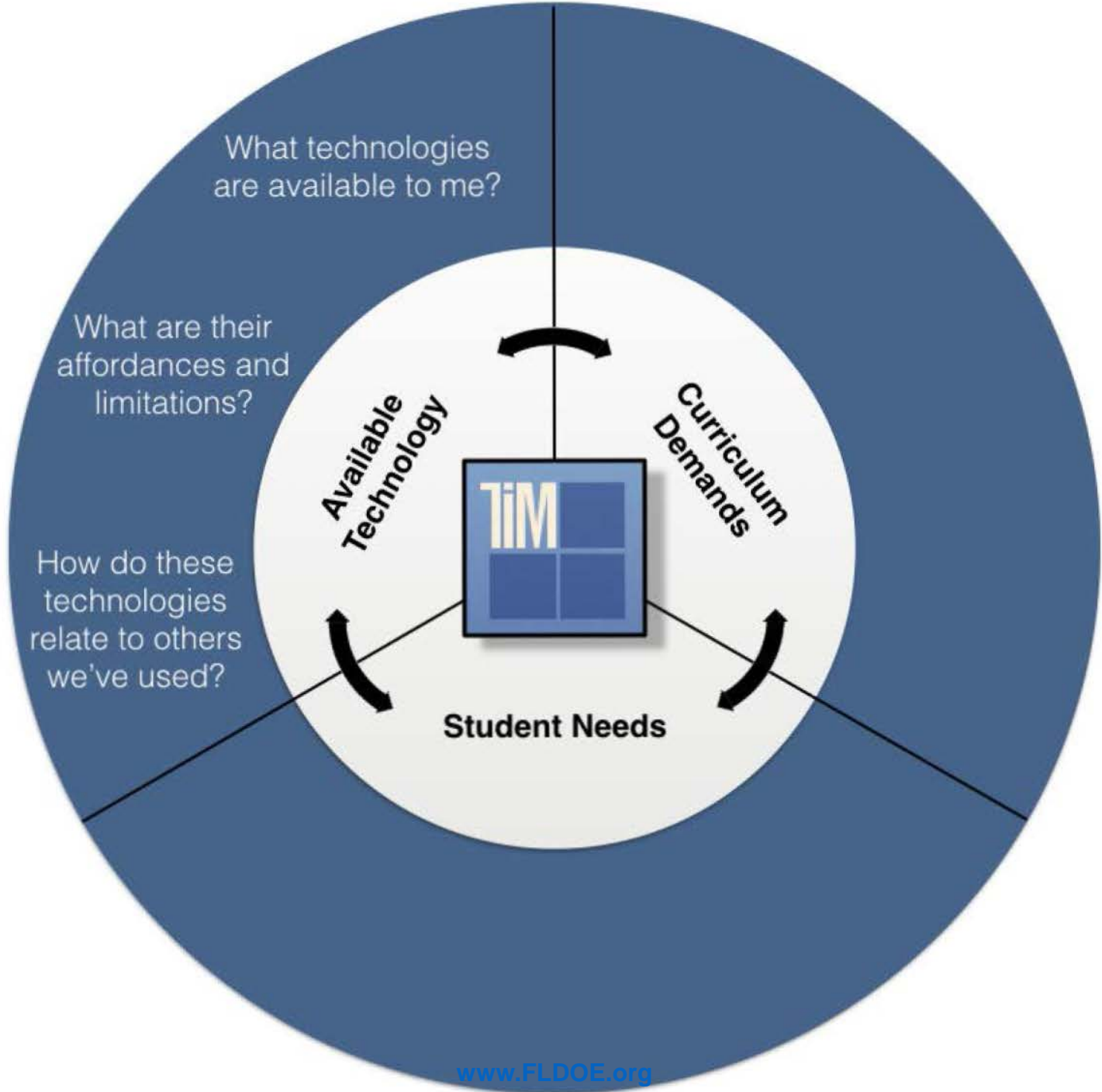
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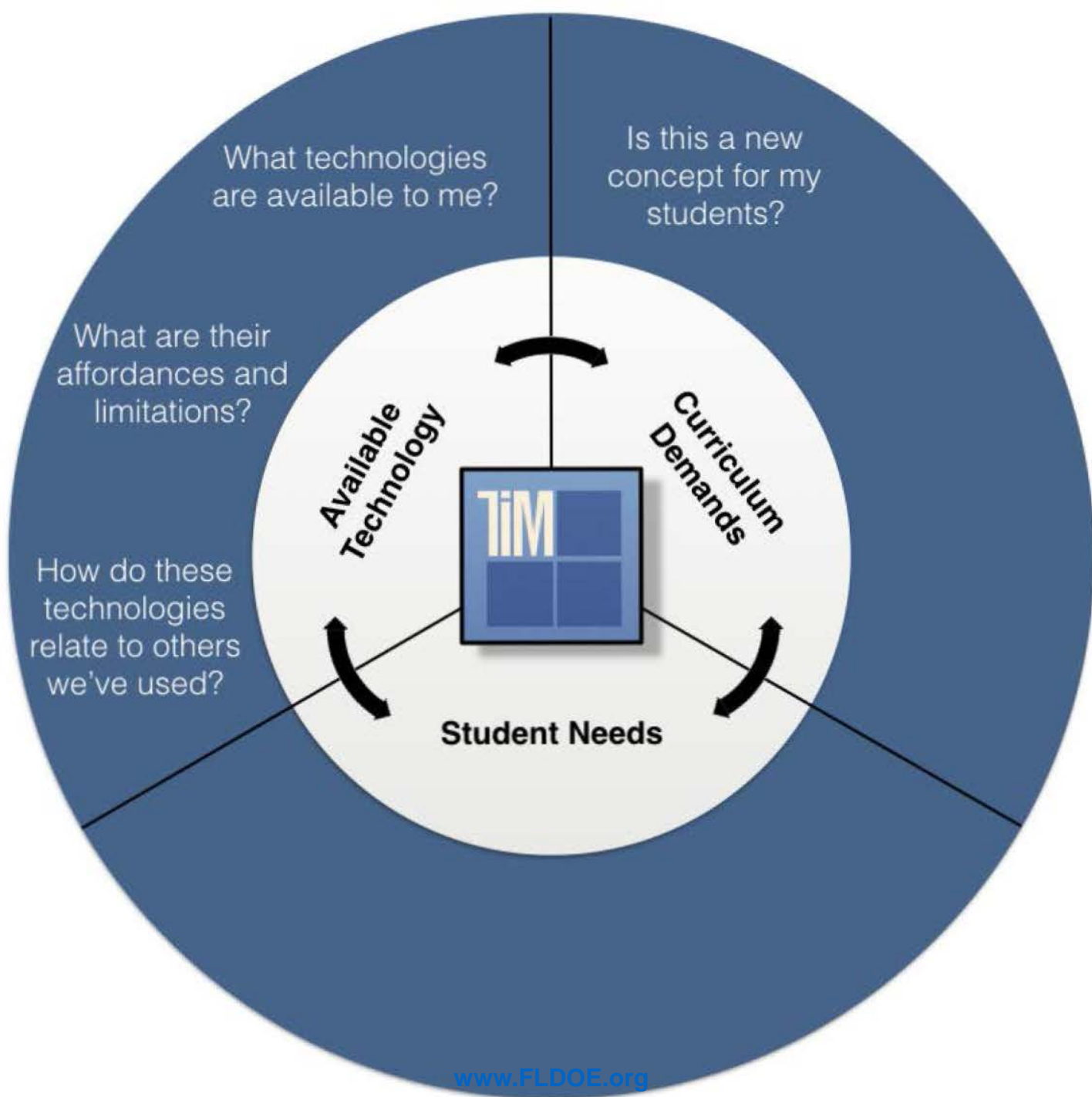
- **The TIM is not prescriptive.**
There are no essential technologies that all teachers must use. One size does not fit all.
- **The TIM is not exclusive.**
The TIM model is complementary and compatible with other technology integration models, such as the ISTE NETS and the TPACK as well as models of effective teaching, like the Danielson model.
- **The TIM does not require teachers to use technology as much as possible.**
This model is about understanding why and how to use technology strategically to achieve your goals as a teacher. Whatever the tool, the most effective approach is to use it with understanding and intentionality.

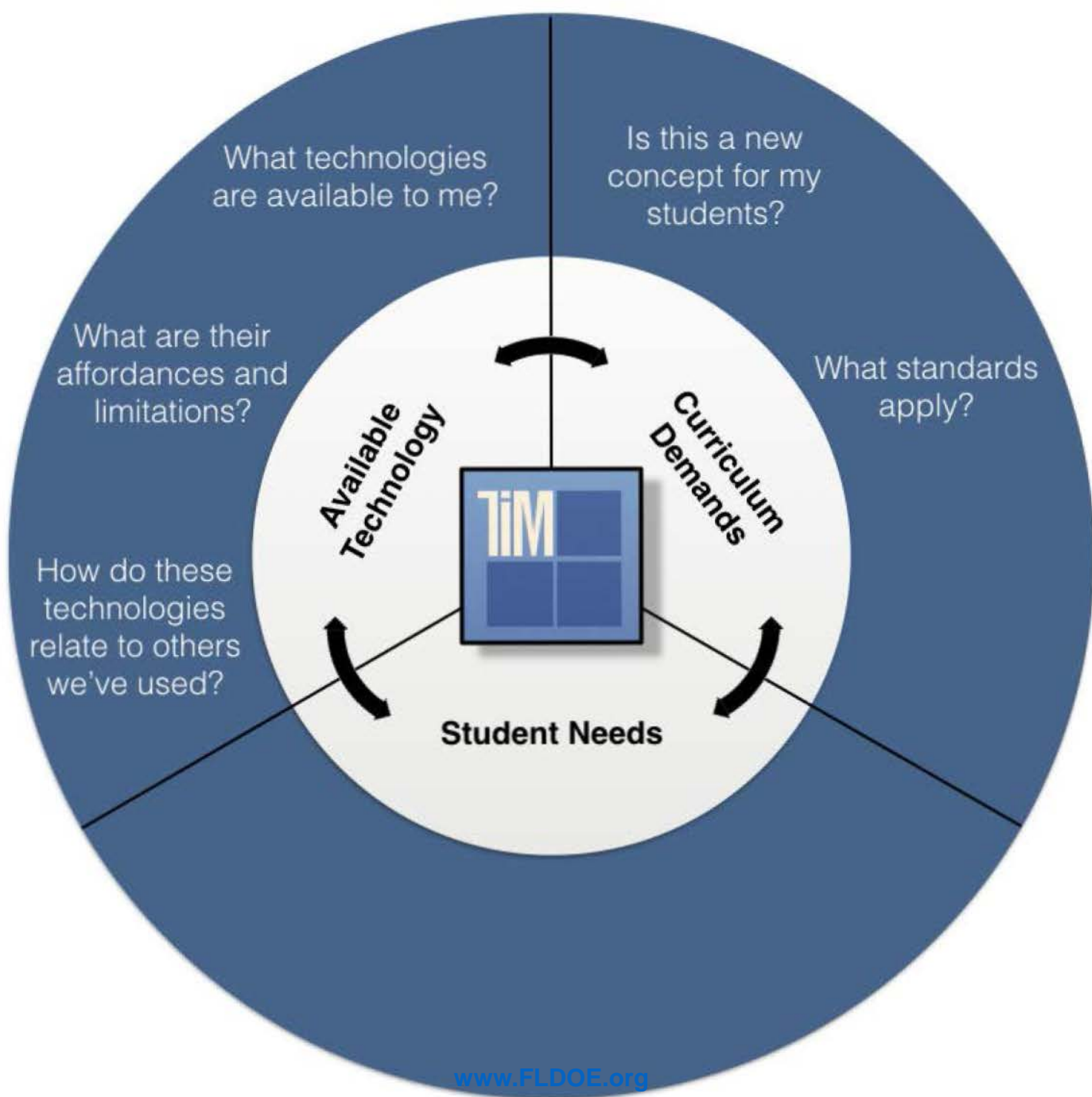


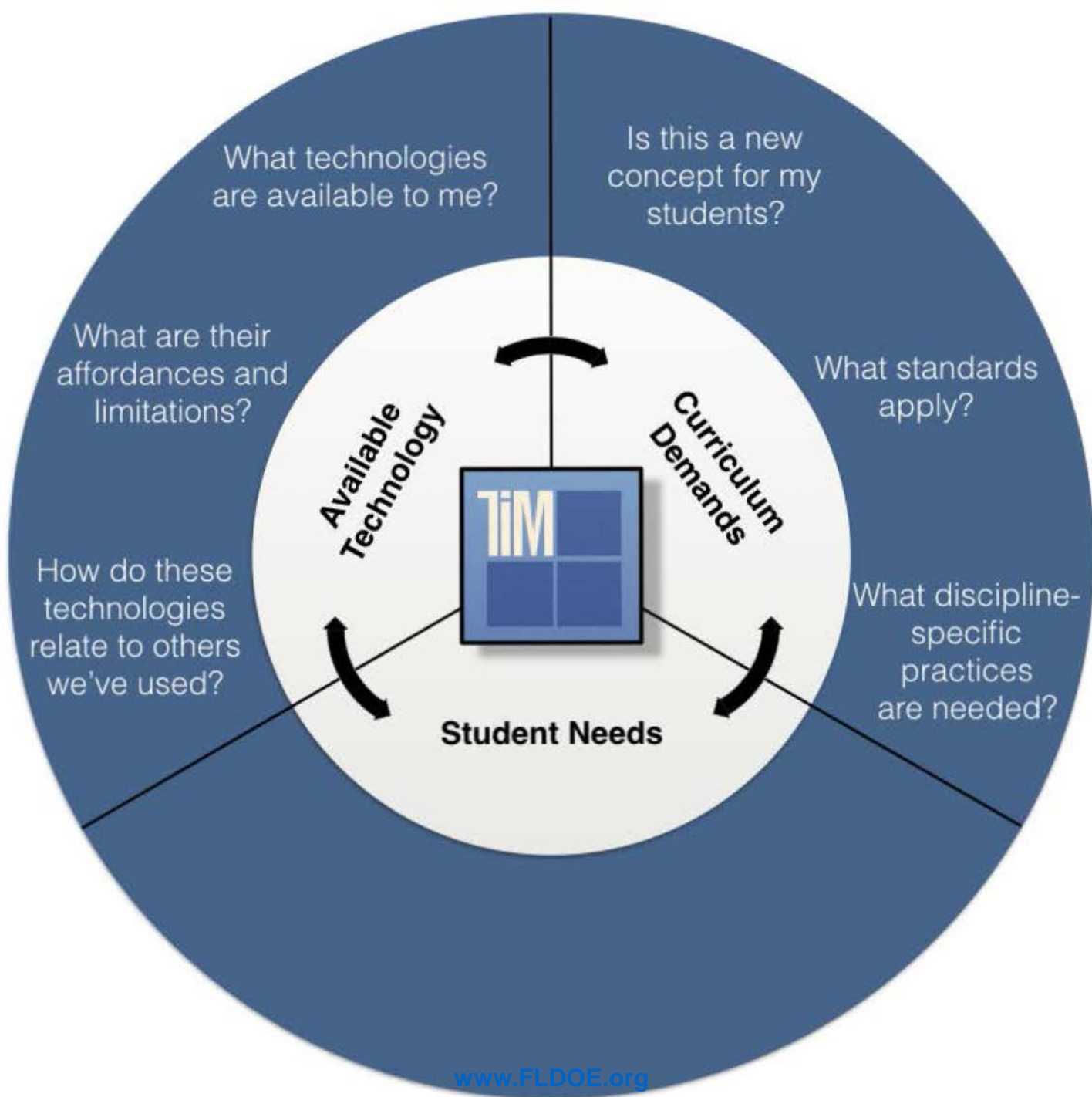


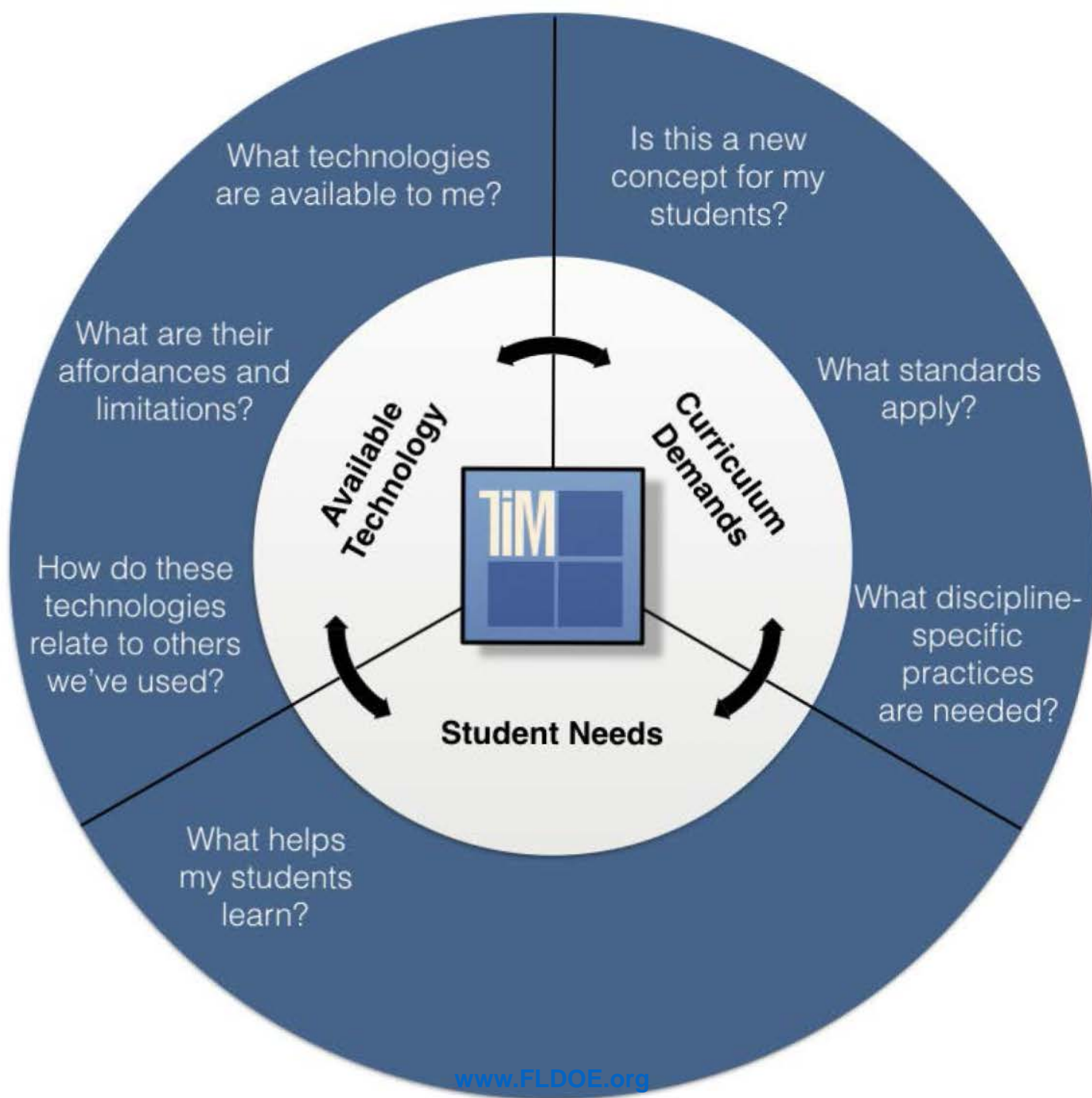


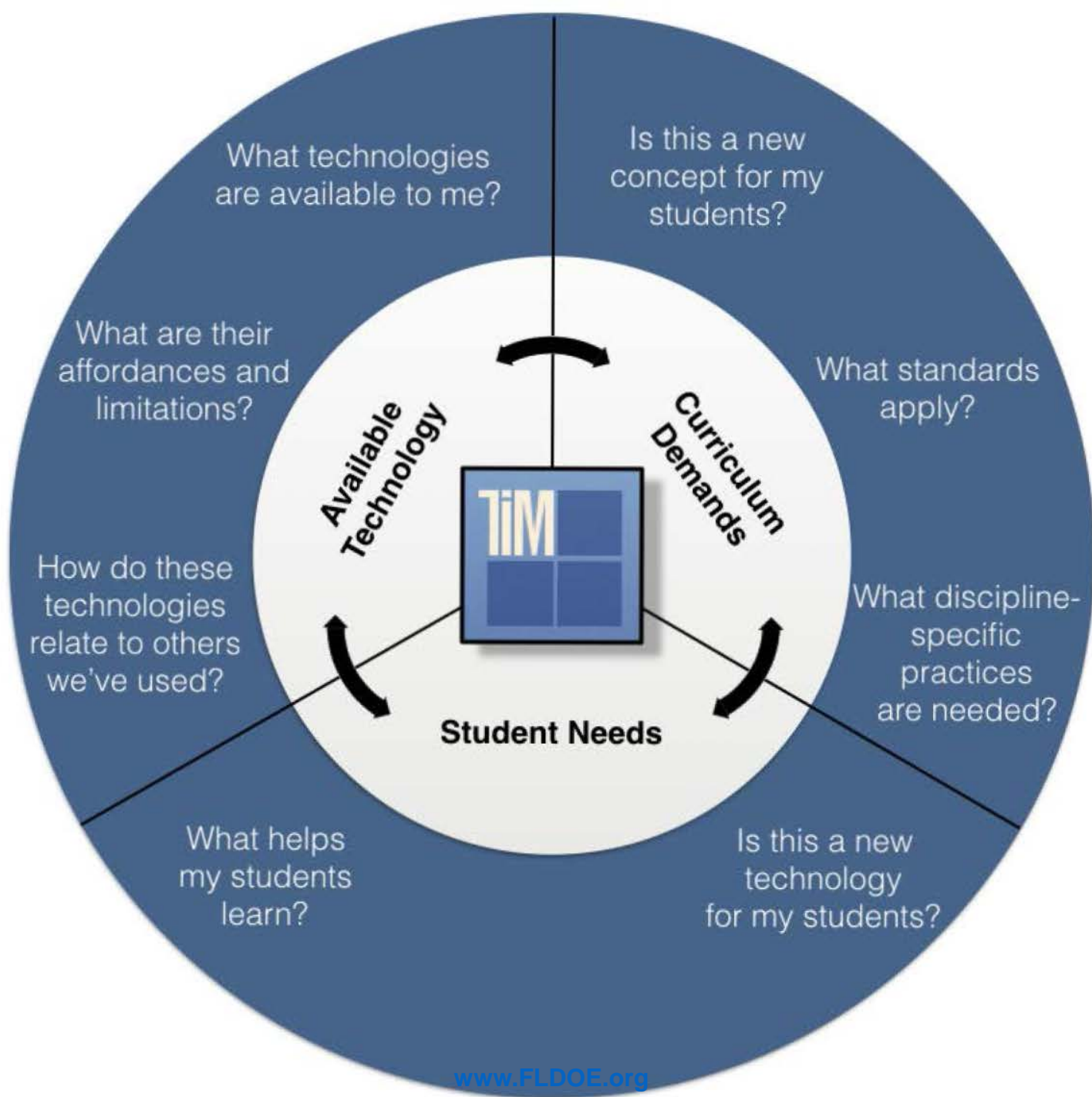


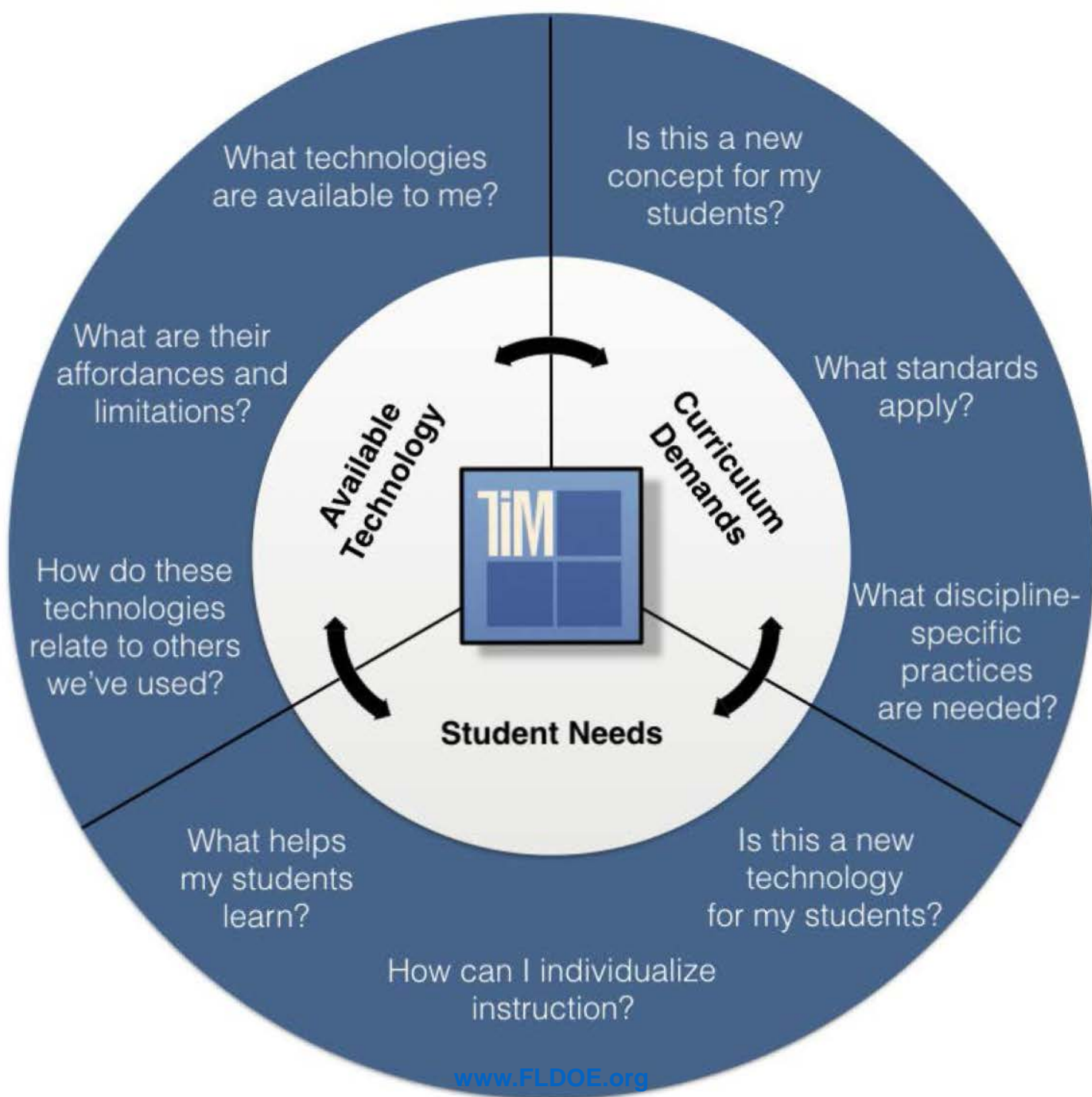












The Technology Integration Matrix (TIM)

The level of Technology Integration increases depending upon the following attributes:

- Teacher-directed vs. student-directed
- Amount of student choice in completing assignments
- Level of complexity of learning activities
- Conventional vs. innovative use of tools
- Degree of application to the “real world”

TIM Example Videos

- Examples of math, science, social studies and English language arts (ELA) classes
- Demonstrating the five levels of integration:
 - Entry
 - Adoption
 - Adaptation
 - Infusion
 - Transformation
- In each of the five characteristics of meaningful learning environments
- http://fcit.usf.edu/matrix/lessons/active_transformation_math.php

TIM Tools FREE until. . .

- The Florida Department of Education has purchased access to these tools for all Florida districts.
- Access to these tools **expires June 30, 2016.**
- To gain access, districts need to contact James Welsh (jwelsh@usf.edu) at the Florida Center for Instructional Technology.

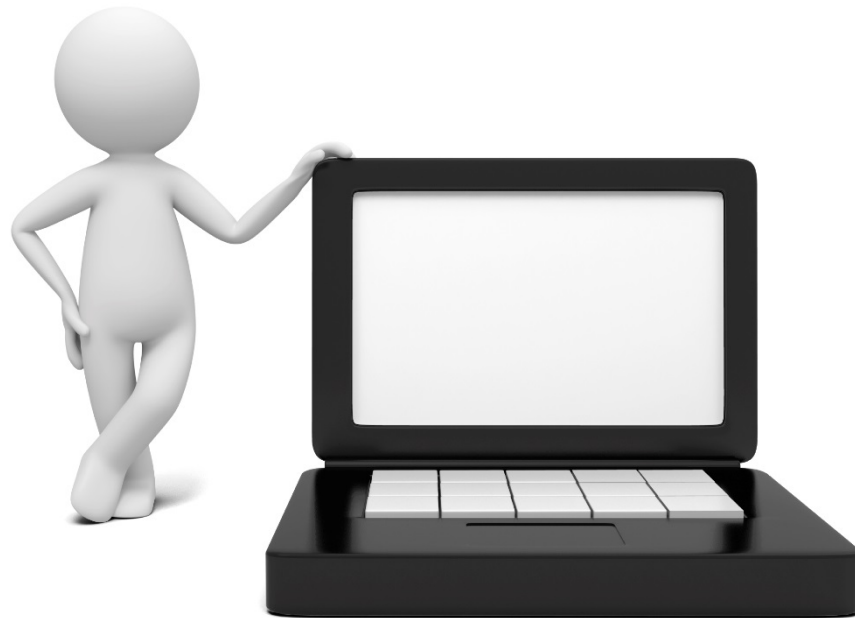
Districts Accessing TIM

District	TIM Tools Status	TUPS Status	District	TIM Tools Status	TUPS Status	District	TIM Tools Status	TUPS Status	District	TIM Tools Status	TUPS Status
ALACHUA	Yes	Yes	FAU LAB SCH	No	No	LAFAYETTE	Yes	Yes	POLK	Yes	Yes
BAKER	Yes	No	FL VIRTUAL	Yes	No	LAKE	Yes	Yes	PUTNAM	Yes	Yes
BAY	Yes	Yes	FLAGLER	Yes	Yes	LEE	No	No	SANTA ROSA	Yes	Yes
BRADFORD	Yes	No	FRANKLIN	No	No	LEON	No	No	SARASOTA	No	No
BREVARD	Yes	Yes	FSU LAB SCH	Yes	No	LEVY	No	No	SEMINOLE	Yes	Yes
BROWARD	Yes	Yes	GADSDEN	Yes	No	LIBERTY	Yes	Yes	ST. JOHNS	No	No
CALHOUN	Yes	Yes	GILCHRIST	Yes	No	MADISON	No	No	ST. LUCIE	Yes	Yes
CHARLOTTE	Yes	Yes	GLADES	Yes	Yes	MANATEE	No	No	SUMTER	Yes	No
CITRUS	Yes	Yes	GULF	Yes	No	MARION	Yes	Yes	SUWANNEE	No	No
CLAY	Yes	Yes	HAMILTON	Yes	No	MARTIN	Yes	Yes	TAYLOR	Yes	Yes
COLLIER	Yes	Yes	HARDEE	Yes	No	MONROE	Yes	Yes	UF LAB SCH	No	No
COLUMBIA	Yes	Yes	HENDRY	Yes	Yes	NASSAU	Yes	Yes	UNION	No	No
DADE	Yes	No	HERNANDO	Yes	No	OKALOOSA	No	No	VOLUSIA	Yes	Yes
DEAF/BLIND	Yes	No	HIGHLANDS	No	No	OKEECHOBEE	Yes	Yes	WAKULLA	Yes	No
DESOTO	Yes	No	HILLSBOROUGH	Yes	Yes	ORANGE	Yes	Yes	WALTON	No	No
DIXIE	No	No	HOLMES	Yes	Yes	OSCEOLA	Yes	Yes	WASH SPECIAL	No	No
DUVAL	Yes	Yes	INDIAN RIVER	Yes	No	PALM BEACH	Yes	Yes	WASHINGTON	Yes	Yes
ESCAMBIA	Yes	Yes	JACKSON	No	No	PASCO	Yes	Yes			
FAMU LAB SCH	Yes	Yes	JEFFERSON	Yes	Yes	PINELLAS	Yes	No			

Chart included in pre-conference email

TIM-O Sample Data

- Technology Integration Matrix Observation Tool (TIM-O)



TUPS Sample Data

- Technology Uses and Perceptions Survey (TUPS)



TIM Professional Development

- Iteach

<http://iteach.usf.edu/index.php>

The University of South Florida is offering new, fully-online professional development training modules for K-12 educators who want to harness the power of technology to drive innovation, collaboration, communication, and creativity in the classroom. These new modules will meet professional learning needs while empowering educators to use digital tools to improve student success.



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iTeach Course Catalog

iTeach Professional Learning courses are designed for educators and administrators at all levels. Each four-week iTeach Professional Learning course is interactive and engaging, delivered completely online, and facilitated by an expert in the field. To purchase individual or group registration vouchers, please [contact us](#) for a written quote.

NOTE: Registration for June classes must be completed by May 15th.



TIMT-100: IMPLEMENTING TIM EVALUATION TOOLS

This course guides teachers, administrators, and educational leaders through the process of how to utilize the Technology Integration Matrix (TIM) and the TIM Tools to describe and compare classroom technology use. Specifically, this course will provide an introduction to the TIM, the TIM Observation Tool and protocol, implementation of the Technology Uses and Perceptions Survey (TUPS), and incorporation of the TIM data into professional development planning. Topics include:



TIMT-120: IMPLEMENTING THE TIM OBSERVATION TOOL

This course guides administrators, teachers, and educational leaders through the process of implementing the Technology Integration Matrix Observation Tool (TIM-O) within a school or district. Topics include:

- Determining purposes for observation
- Choosing lessons to observe
- Selecting and preparing observers
- Preparing for Digital Classroom Plan (DCP) reporting



TIMT-130: TIM FOR INSTRUCTIONAL PLANNING

How can my students get the most out of technology in my classroom? In this practical, hands-on course, teachers will learn how to apply the TIM on a day-to-day basis in their classrooms to support effective technology integration. Topics include:

- Evaluating available technology resources
- Understanding discipline-specific practices
- Matching student needs and technology
- Preparing for Digital Classroom Plan

iTeach Professional Learning

- Aligned to national standards
- Delivered 100% online
- New sessions begin every month
- District cohorts available

iTeach Professional Learning

Within each course you can:

- Enhance technology integration skills
- Participate in real-world lessons
- Practical activities applicable in YOUR work
- Build professional connections

iTeach Professional Learning

Upon successful course completion receive:

- Course-specific digital badges
- Certificate of Completion
- Detailed course transcripts
- 20 contact hours per course



iTeach Professional Learning

Each four-week course experience includes:

- Individualized feedback
- Optional synchronous sessions
- Collaborative workspaces
- Interactive discussions and peer feedback
- Engaging instructional content

Practicality

- Managing
- Planning
- Instructional support
- Teacher evaluation
- Technical support
- Computer based testing requirements

Classroom Observations

How will the focus change?



- Data collected during classroom observations can be used in a process of continuous improvement to develop more skillful practitioners.
- Administrators, coaches and peers should have a good understanding of what they are looking for during a classroom observation of any kind.
- In this case, the observer would take note of the content or standards as well as the technology integrated into the lesson that will enable the student to master the concept.

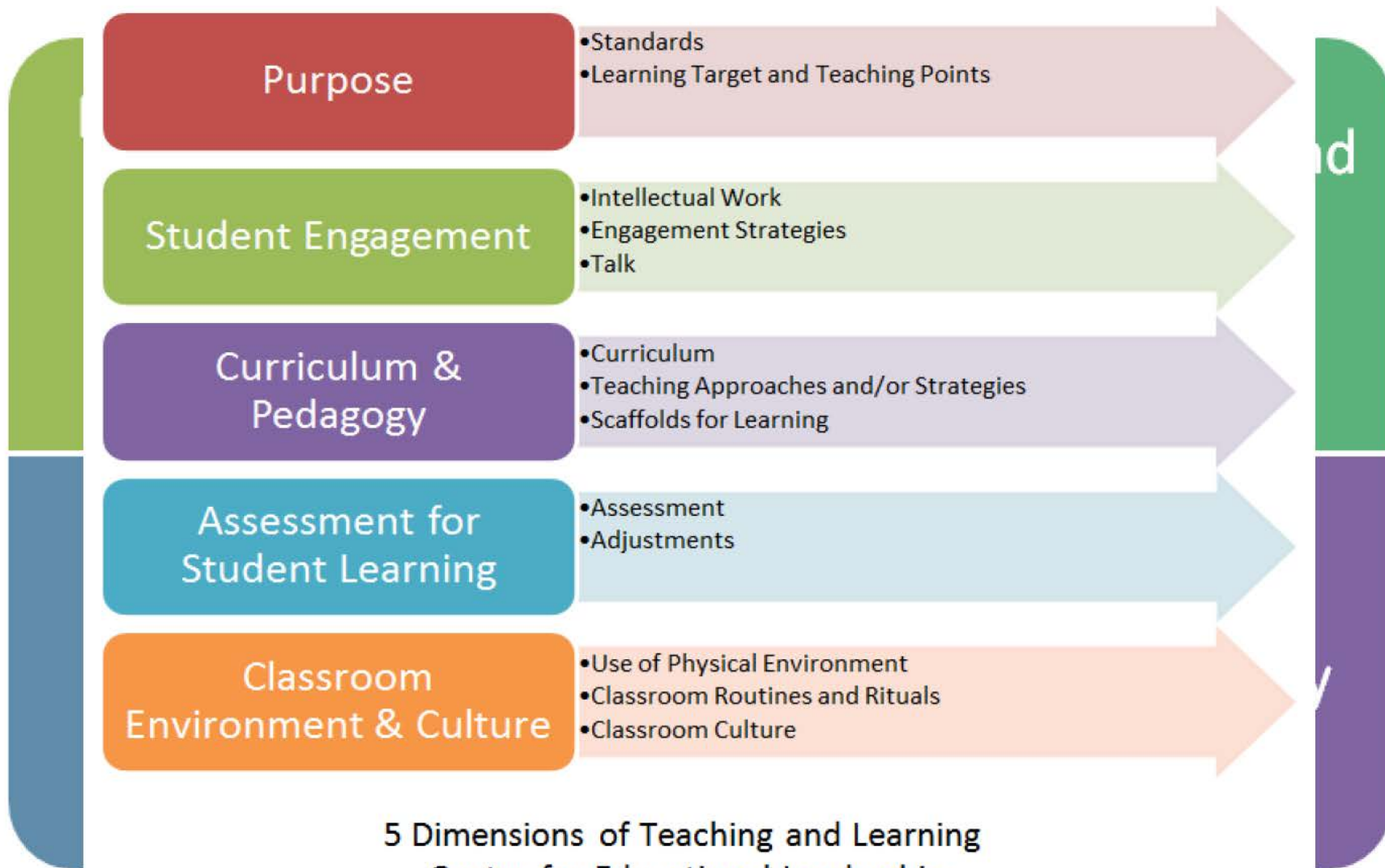
- Referring back to the definition of technology integration, the main point is the content or standard(s).
- The lesson would generally be based on content unless you are observing during a time in which the teacher is teaching the use of a new tool. Teaching a new tool should be a rare occurrence.
- In a typical lesson, the content is the focus, not the technology. The technology should be seamlessly used to enhance student learning of the content.

Frameworks

- For maximum impact, both the observer and the teacher must be familiar with a framework containing specific criteria used in classroom observations.
- Generally, the framework is displayed in a rubric.
- There must be a common understanding of the criteria and each component.

Frameworks

- The framework must be research-based. All districts in Florida have a teacher observation framework.
- The frameworks used in Florida differ, but have similar domains.
- As examples, the following slides illustrate the domains of the Danielson, Marzano and 5D frameworks.



5 Dimensions of Teaching and Learning
Center for Educational Leadership

Classroom Look Fors

Comparison of 3 Frameworks

5D	Danielson	Marzano
1 Purpose	Planning and Preparation	Classroom Strategies and Behaviors
2 Student Engagement	Classroom Environment	Planning and Preparation
3 Curriculum & Pedagogy	Instruction	Reflecting on Teaching
4 Assessment for Student Learning	Professional Responsibilities	Collegiality and Professionalism
5 Classroom Environment & Culture		

Observations

During an informal or unscheduled classroom observation, the observer will not have as much information as there would be for a formal observation.

Although the observer may not have prior access to lesson plans and an opportunity to discuss planning and preparation, observations may be made that would lead you to wonder about these areas. These “wonderings,” in any domain, lead to conversations with the teacher.

Observations

It is very important to collect data in a non-judgmental and non-biased manner.

Concentrate on what you see, not on what you do not see and refrain from making quick judgments.

One powerful shift to look for in any observation is to notice who is doing the work.

Teacher-Directed to Student Ownership

- Who is the keeper of knowledge in the classroom?
- Are lessons dependent on teacher PowerPoints? Textbooks?
- Or, dependent on student research and citations to support the research? Student models and explanations of their thinking?
- Has the classroom made the shift from teacher-directed to student ownership of learning?

Digital Classroom Plan



Florida Digital Classrooms Allocation

Continuing in 2016 (s. 1011.62, F.S.), at Governor Rick Scott's recommendation, a **\$80M** allocation to school districts to integrate technology in classroom teaching and learning.

- Each district school board must submit to the department a Digital Classrooms Plan (DCP).
- Each school district has a Florida Education Finance Program (FEFP) allocation which is a minimum of **\$500,000**, with the remaining balance of the allocation to be distributed based on each school district's proportion of the total K-12 full-time equivalent student enrollment.
- Distribution of funds for the Florida DCP allocation shall begin following submittal and approval of each district's DCP.

Florida Digital Classrooms Allocation

Allocation Methodology

- \$80 million allocation as part of public school funding of the Florida Education Finance Program (FEFP) in 2016-2017
 - \$500,000 to each of the 73 districts = \$36,500,000.
 - Balance of \$43,500,000 allocated on each district's proportionate share of the 2016-17 FTE students.
 - Calculated amounts per district available in conference report and will be adjusted as FTE calculations are finalized in the year.
- Charter school FTE is included in the district's FTE for the allocation process
 - Funds flow through the district FEFP distribution twice each month.
- Specific district amounts can be found at:
<http://tinyurl.com/FLDCP2016> .

Florida's Five-Year Digital Classrooms Plan

As per s. 1011.62, F.S., the Digital Classrooms Plan describes how technology will be integrated into the goals of the department and identifies technology requirements that school districts should strive to meet through planning and implementation of the Digital Classrooms Plan.

Bandwidth		Wireless	Devices
2014-15 Target	2017-18 Target	IEEE 802.11n or greater per classroom	By Type
100 Kbps per student external connection	125 Kbps per student external internet connection		Desktop
			Laptop
			Thin Client
			Tablets

Can be found at <http://www.fldoe.org/about-us/division-of-technology-info-services/educational-technology/dcp.stml>



Student Performance Outcomes

- **Computer-Based Assessment Certification Tool** used to schedule students and computers for each administration

Online Assessment Support

- **Device specifications, wireless and bandwidth standards**

Digital Learning and Technology Infrastructure

- **Nine components of a Digital Tool System** reported by districts

Digital Tools

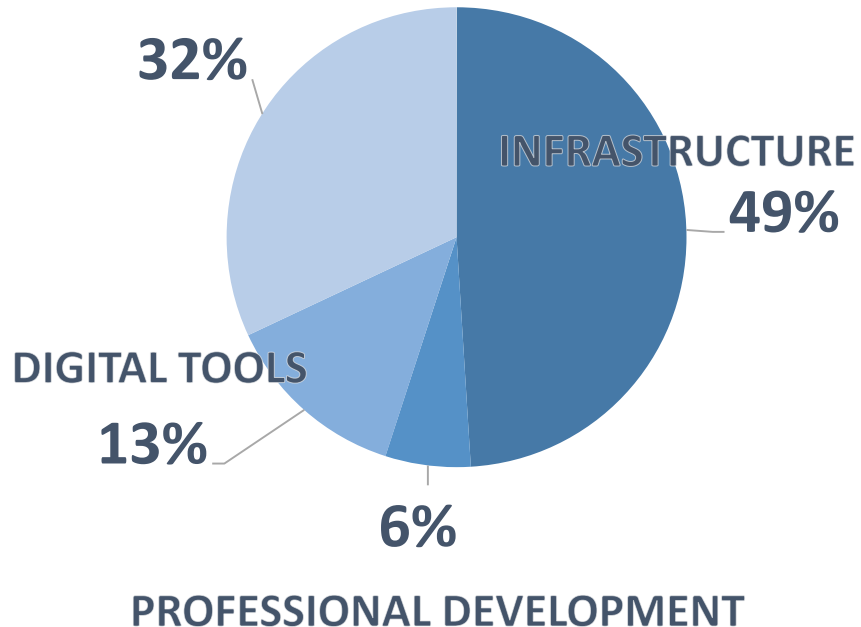
- **Professional Development outcomes** measured via the **Technology Integration Matrix (TIM)**

Professional Development



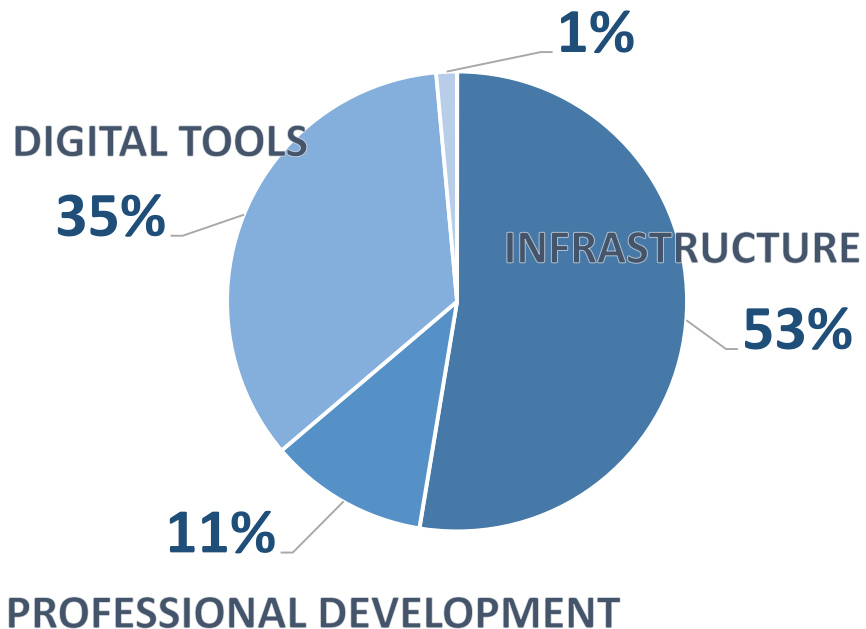
District DCP Expenditures by Category 2014-15

ASSESSMENT SUPPORT



District DCP Expenditures by Category 2015-2016

ASSESSMENT SUPPORT



Updated 11/19/2015
Representing 41/75 Districts
**BASED ON 47 PLANS
DOCUMENTED AS OF
12/1/2015**

Digital Classrooms Plan DRAFT Timeline

DOE publishes District DCP template and charter template. District plans can be sent to DigitalLearning@fldoe.org.

August
2016

October
2016

Districts work to collaborate to complete DCP and achieve school board approval. Statutory deadline is October 1; however districts may request extensions.

DOE publishes the legislative report on the 2015-16 DCP progress.

October
2016

What does a Florida digital classroom look like?



Collier County Digital Classroom

- <http://www.discoveryeducation.com/FutureNow/Sessions/sneak-peek-into-a-digital-classroom.cfm>



Digital School

- Ottawa
- When you are watching this clip, think about the support needed for the:
 - Teacher
 - Principal
- <http://ottawacitizen.com/news/local-news/the-digital-classroom>

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Technology Integration Matrix

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