

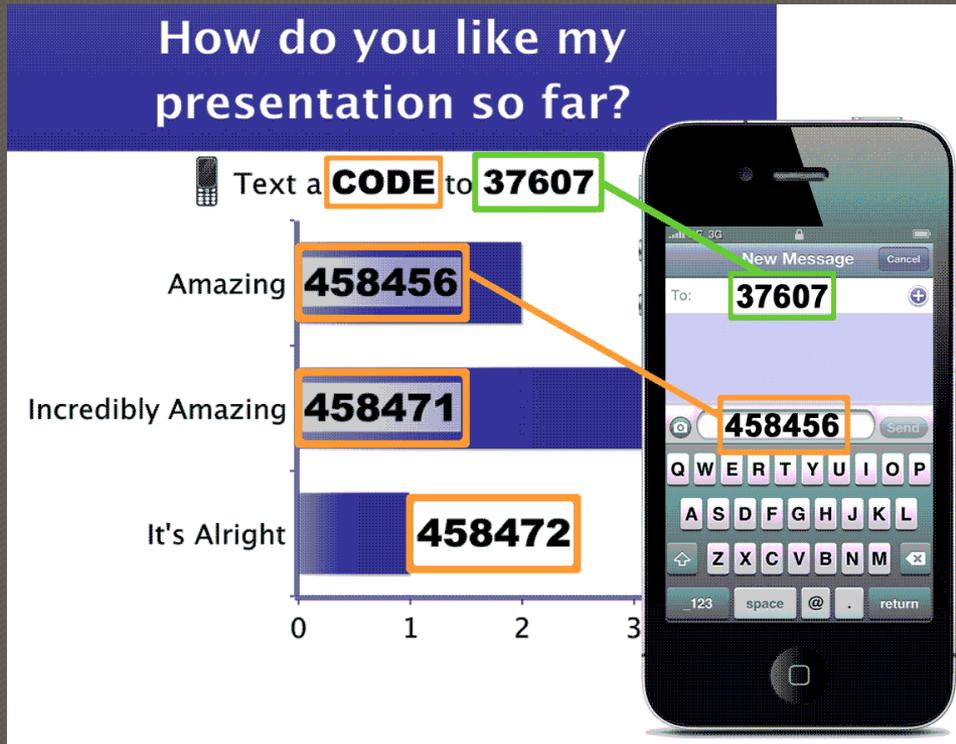
Connecting the Ed Tech and English Language Proficiency Standards



Kate Wright
OELAS Conference
December 13, 2013



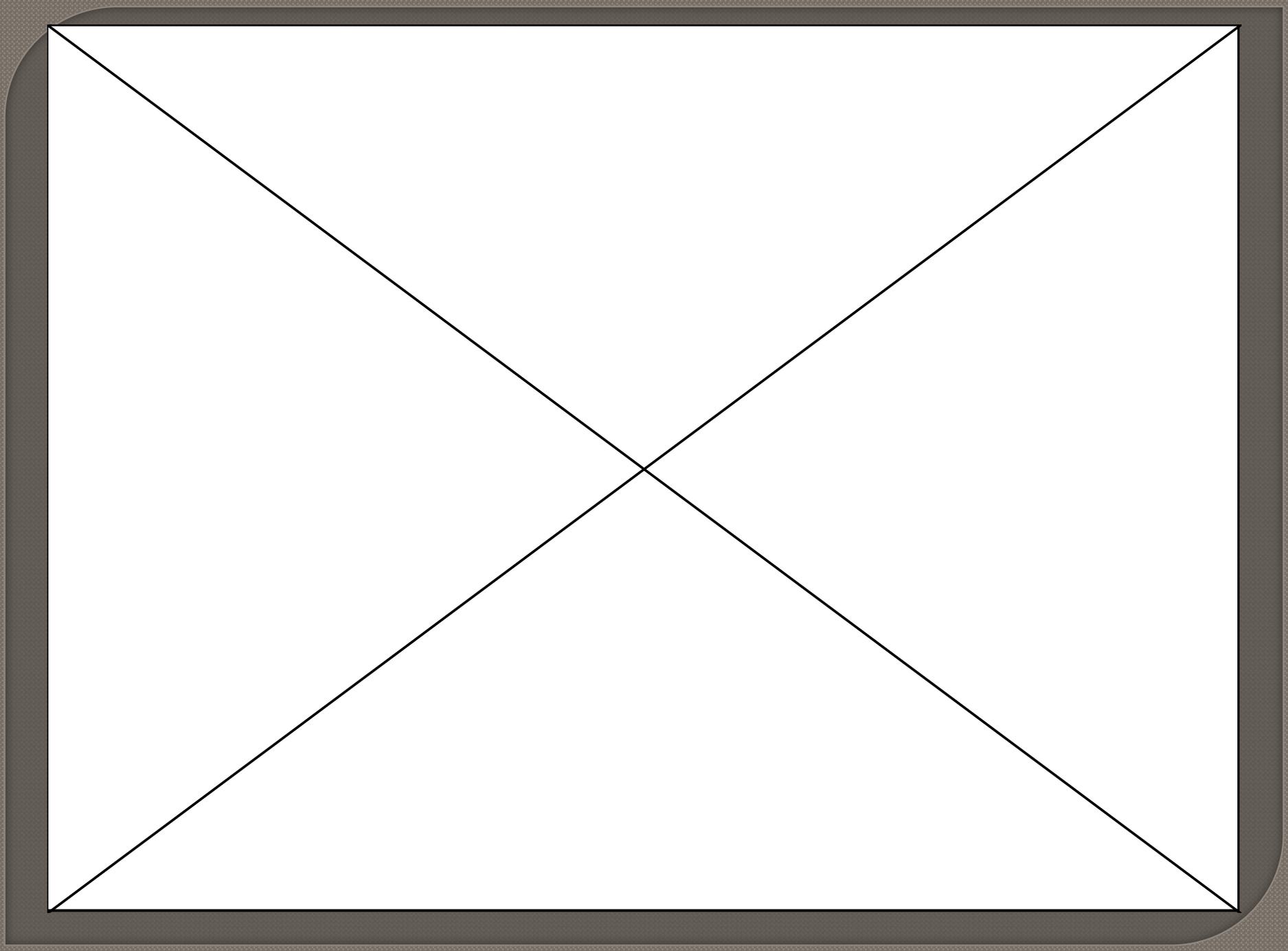
How to Vote via Texting

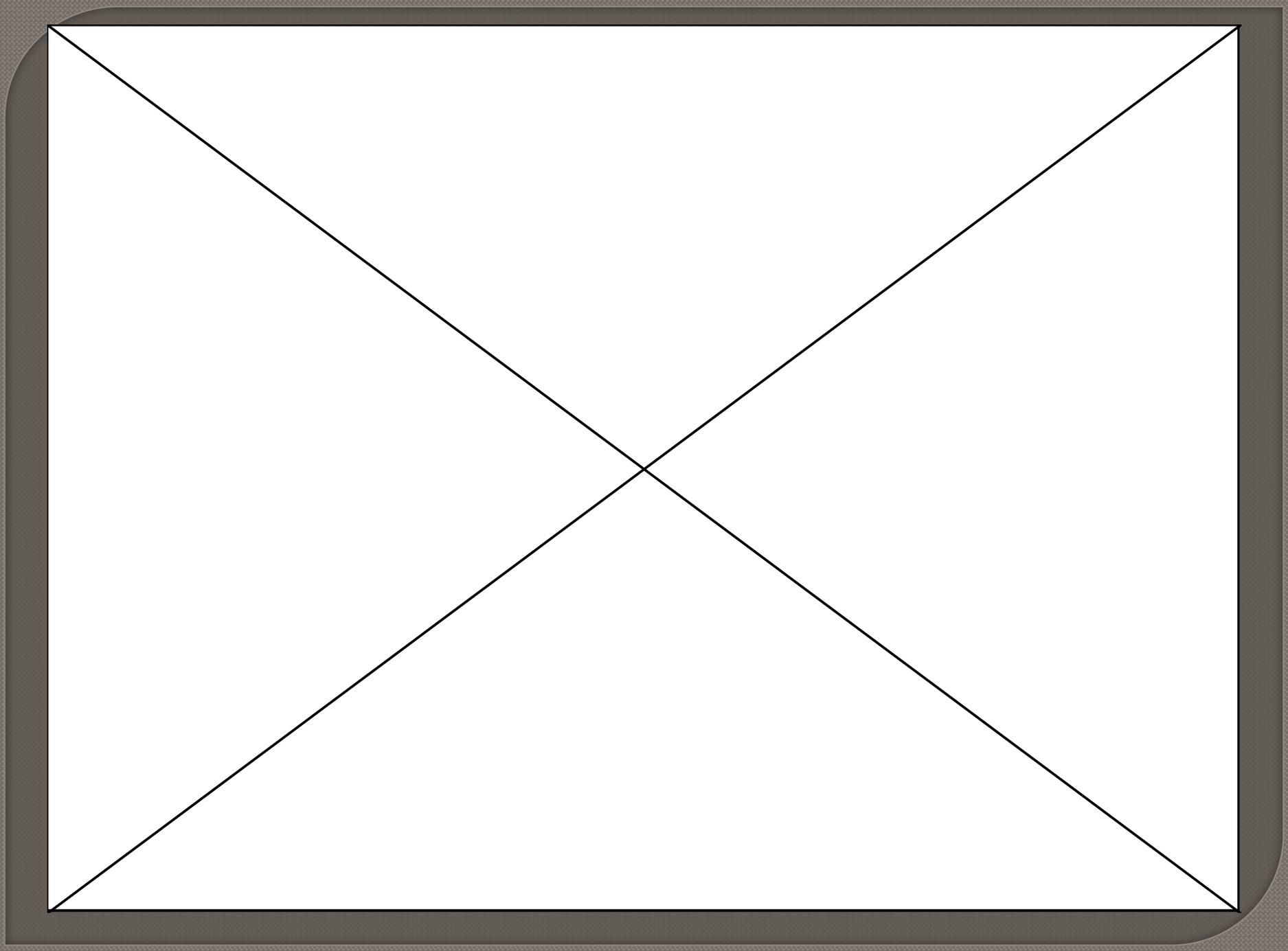


EXAMPLE

TIPS

1. Standard texting rates only (worst case US \$0.20)
2. We have no access to your phone number
3. Capitalization doesn't matter, but spaces and spelling do





Arizona **TiM**
Technology Comfort Measure

<http://az.tim-tools.org/home/>

Main Menu

Instructions

The **TIM Technology Comfort Measure** is a quick thirty-five question assessment of style of teaching with technology in the classroom.

In each item you will see two photographs of classroom activities. Select the photograph with which you are most comfortable. In some cases, you may feel comfortable or uncomfortable with both photos. Please select the one that most closely matches your style.

The TCM works best when you answer based on your first impression of the photographs. Don't spend time thinking or analyzing each photo. To remind you to answer quickly, a timer appears at the bottom of each page.

Once you select an image, the tool will automatically take you to the next set of images. When you have completed all thirty-five items, you will receive feedback based upon your answers.

Start

You can visit the website and take the assessment independently.

For today, we will view 5 slides, each containing 2 images.

You will determine with which image you are most comfortable (Image A or Image B.)

Image A

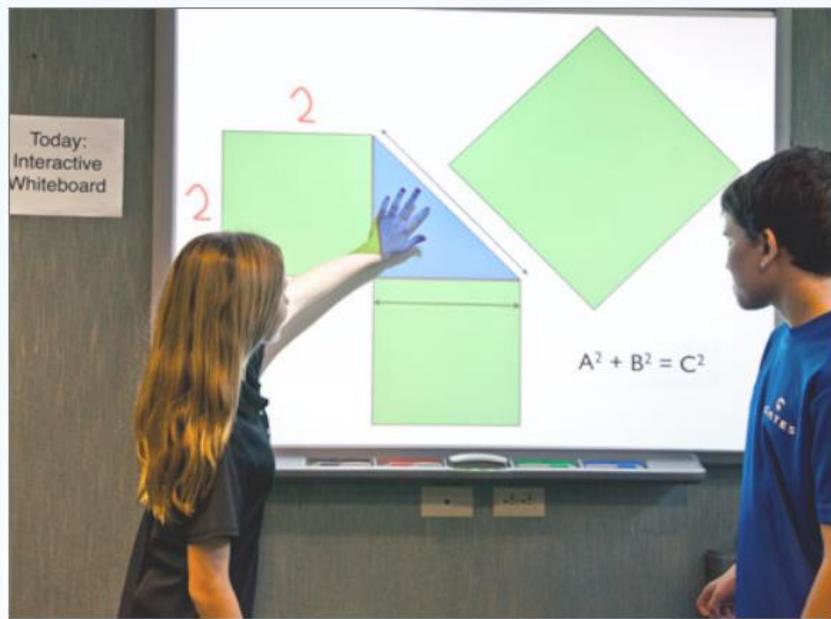
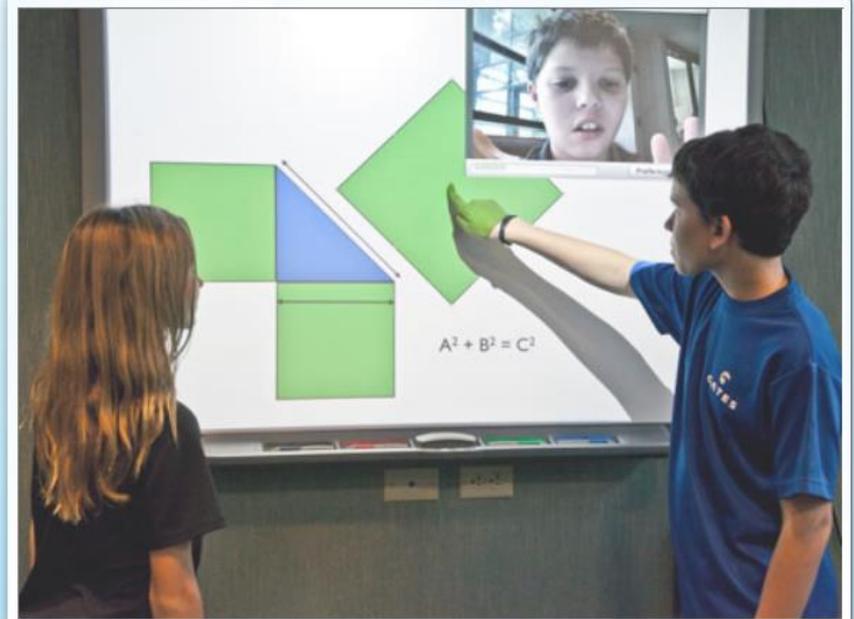


Image B



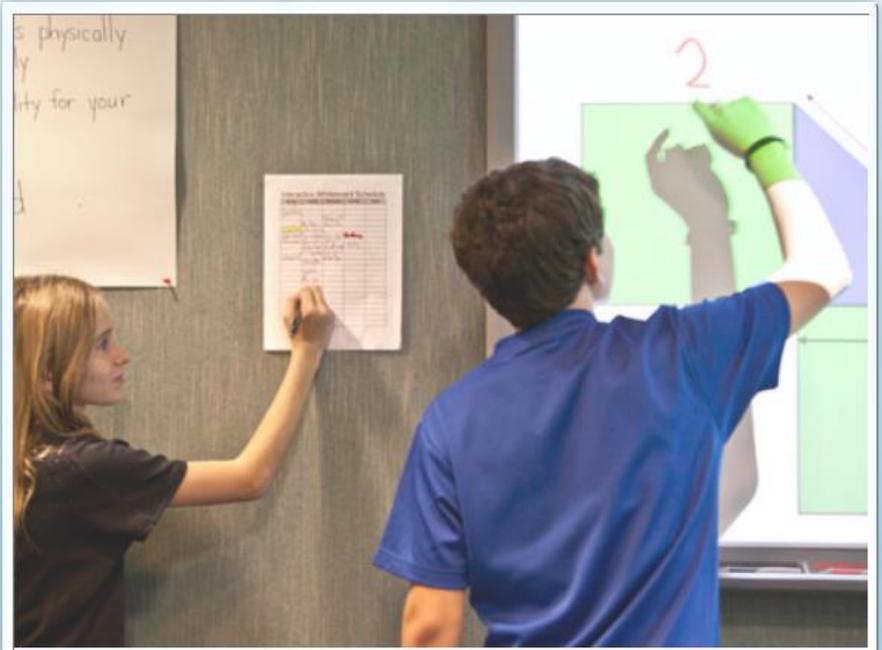
Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Image A



Image B



Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Image A

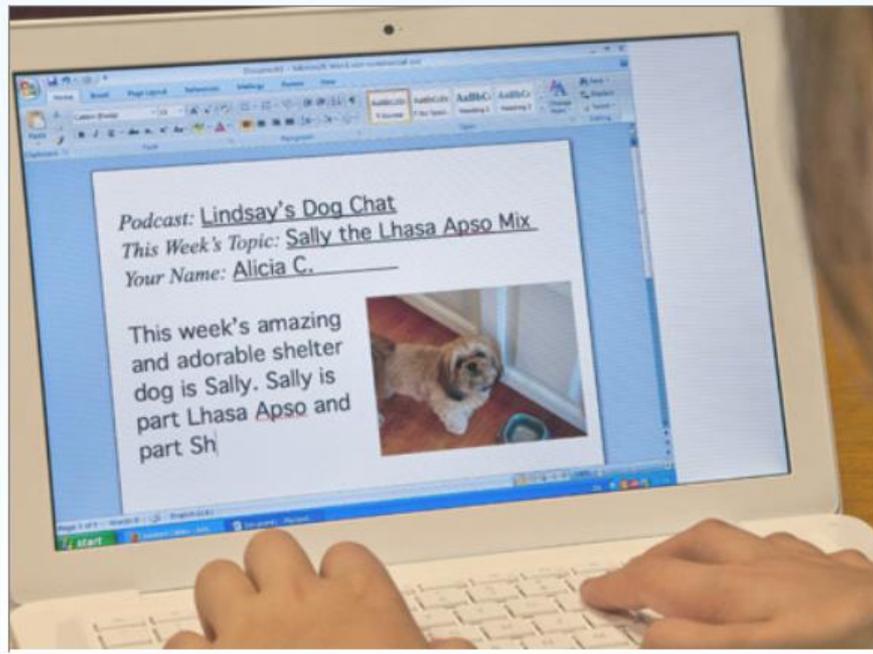
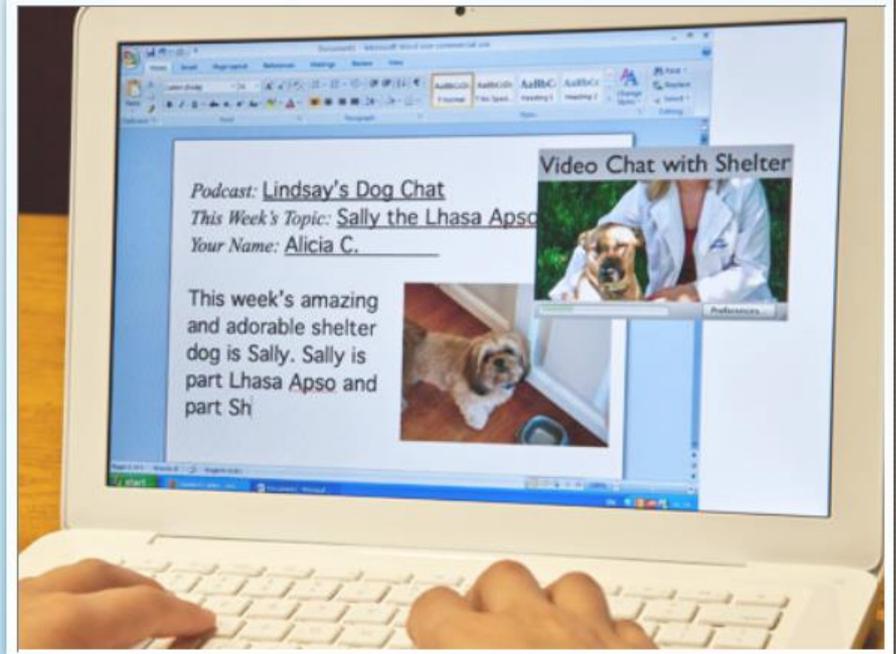


Image B



Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.

Image A



Image B



Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.

Image A



Image B



Instructions: Choose the image with which you are most comfortable. Once you select an image, the next set of images will automatically appear.



Arizona TIM

Comfort Measure

[Start Page](#)

Results from June 10, 2013

Active

You are most comfortable at the ENTRY level.



Collaborative

You are most comfortable at the ADOPTION level.



Constructive

You are most comfortable at the ENTRY level.



Authentic

You are most comfortable at the ADAPTATION level.



Goal Directed

You are probably most comfortable at the ADAPTATION level.



When you take the Comfort Measure online you will be given a score, which you can then compare over time to monitor your technology growth.

Previous Activity

TIM Comfort Measure: February 28, 2012 [View Results](#)

TIM Comfort Measure: March 2, 2012 [View Results](#)

TIM Comfort Measure: August 30, 2012 [View Results](#)

TIM Comfort Measure: August 30, 2012 [View Results](#)

TIM Comfort Measure: May 29, 2013 [View Results](#)

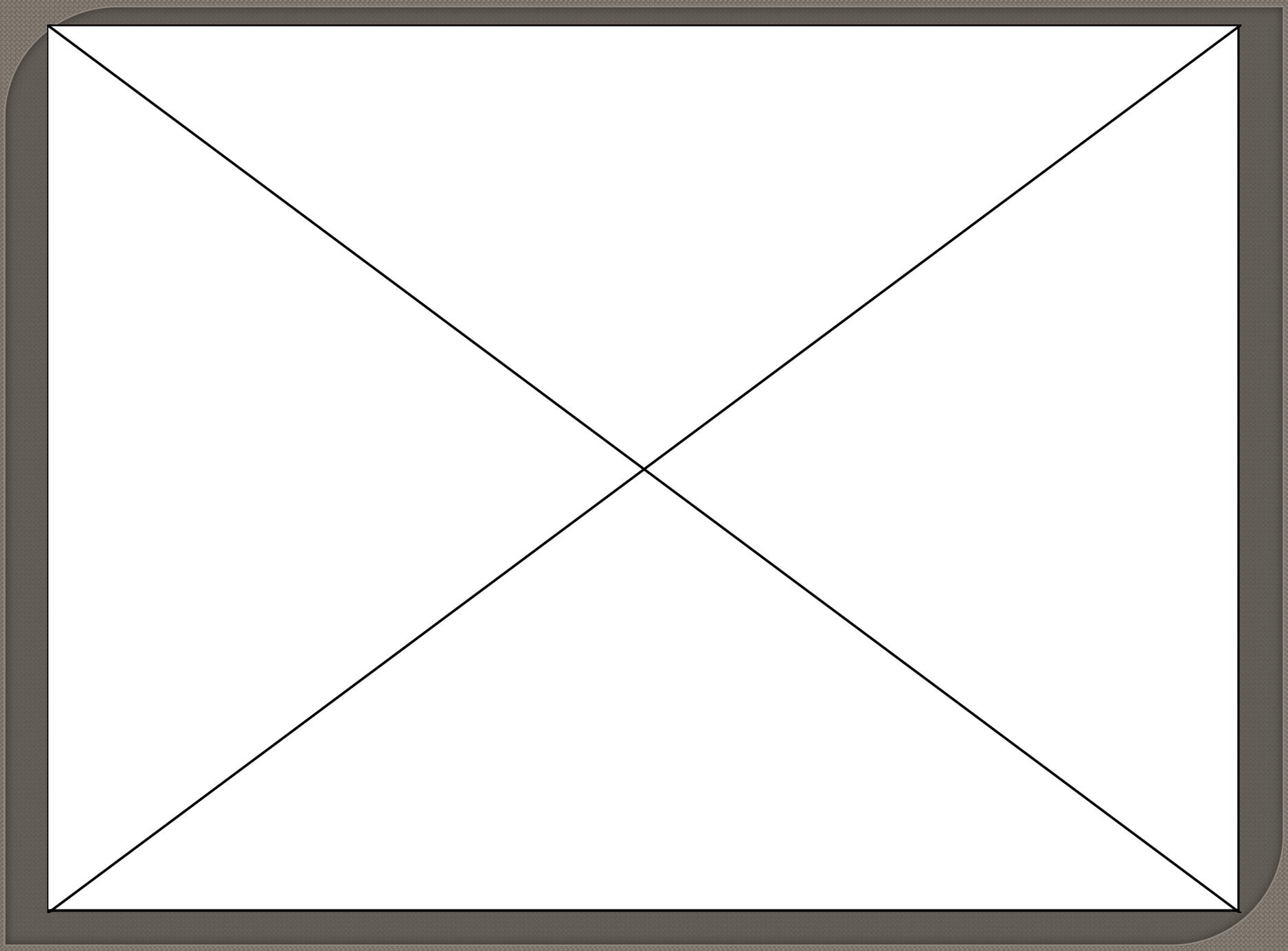
TIM Comfort Measure: May 29, 2013 [View Results](#)

TIM Comfort Measure: June 10, 2013 [View Results](#)

Students Who are College and Career Ready...

Use technology and digital media strategically and capably.

Students **employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use**. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.



College and Career Ready and PARCC

What tech skills will students need?

What is the most important?

- ◉ Keyboarding
- ◉ Using electronic tools (e.g., electronic protractor?)
- ◉ Playing, pausing, rewinding an online video
- ◉ Clicking and dragging
- ◉ Copying and pasting
- ◉ Internet searching
- ◉ Developing a PowerPoint
- ◉ Calendaring assignments



College and Career Ready and PARCC

What academic language will
students need?

Table Talk/Audience Participation

- ◎ Look at the *Technology Terms for Kids*
- ◎ Circle 5 words that you think your kids may already know
- ◎  Star 3 words that you may need to teach

How can students use technology?

Consumption: Information

e.g., Internet research, tutorials, how-to's

Production: Creation (product)

e.g., PowerPoint, video creation, webpage development

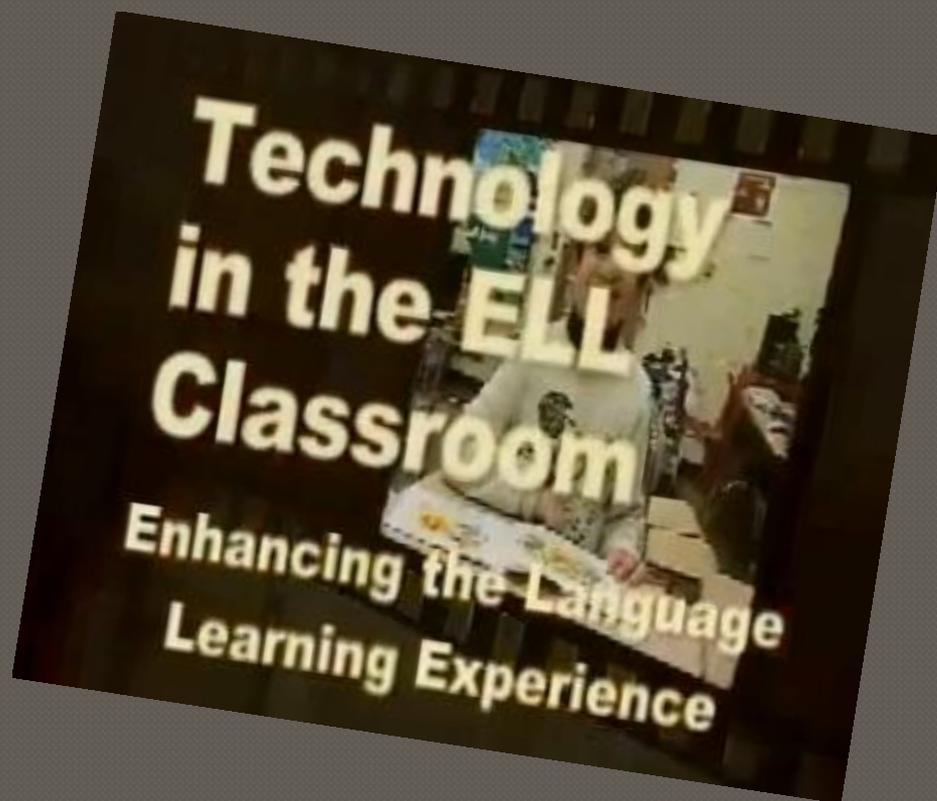
Productivity: Process, Critical Thinking

e.g., calendar, to-do lists, word processing, calculator, note taking, critical thinking, analyzing information

Skill practice: Drill

e.g., practice multiplication facts, spelling words

ELL Technology in the Classroom



Educational Technology



EDUCATIONAL TECHNOLOGY

The Educational Technology group offers a wide variety of support on the effective use of technology in the classroom to increase student academic gains. The Educational Technology group provides technology integration support tools, approves technology plans, supports the E-Rate process, provides online professional development and digital resources, and guides the work of the Statewide Instructional Technology Project (SIT).

Statewide Representation

Universities/ Colleges/ Organizations

- Arizona State University
- Grand Canyon University
- University of Arizona
- International Society for Technology Education
- Florida Department of Education
- Arizona Department of Education

**These Top 25
Districts/ Charters
with ELLs helped to
create the Ed Tech
Standards.**

Districts/ Charters/ ESAs

- Agua Fria Union High School
- **Amphitheater Unified School District**
- Bennett Academy & Venture Academy
- **Cartwright Elementary School District**
- Friendly House-Academia del Pueblo
- Gilbert Public Schools
- Madison School District
- Marana Unified School District
- Maricopa Unified School District
- Paradise Valley Unified School District
- **Peoria Unified School District**
- **Tucson Unified School District**
- **Washington Elementary School District**
- Yuma Educational Technology Consortium

Closer Look at 2009 Ed Tech Standard

Six Strands



1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Literacy
4. Critical Thinking, Problem Solving and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Strand 1: Creativity and Innovation

Ed Tech Concepts

This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Concept 1: Knowledge and Ideas

Use technology to generate knowledge and new ideas.

Concept 2: Models and Simulations

Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.

Concept 3: Trends and Possibilities

Use technology to forecast trends and possibilities.

ELP Listening and Speaking

This connects to the ELP Listening and Speaking Standards in regards to presenting knowledge and new ideas. For example:

IV-LS-2:HI-9: Preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and [visual aids](#).

Strand 2:

Communication and Collaboration

Ed Tech Concepts

This strand requires students to use digital media and environments to communicate and collaborate with others.

Concept 1: Effective Communication and Digital Interactions

Communicate and collaborate with others employing a variety of digital environments and media.

Concept 2: Digital Solutions

Contribute to project teams to produce original works or solve problems.

Concept 3: Global Connections

Create cultural understanding and global awareness by interacting with learners of other cultures.

ELP Listening and Speaking

This connects to the ELP Listening and Speaking Standards in regards to Digital Solutions. For example:

V-LS-1: HI-7: offering and justifying opinions and ideas in response to questions and statements in academic discourse.

Strand 3: Research and Information Literacy

Ed Tech Concepts

This strand requires that students apply digital tools to gather, evaluate, and use information.

Concept 1: Planning

Plan strategies to guide inquiry.

Concept 2: Processing

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

ELP Writing

This connects to the ELP Writing Standards in regards to researching, planning, and processing. For example:

IV-W-5:HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.

V-W-5: HI-2: locating and evaluating informational sources about a topic.

Strand 4: Critical Thinking, Problem Solving and Decision Making

Ed Tech Concepts

This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.

Concept 1: Investigation

Identify and define authentic problems and significant questions for investigations.

Concept 2: Exploring Solutions

Plan and manage activities to develop solutions to answer a question or complete a project.

ELP Reading

This connects to the ELP Reading Standards in regards to finding and collecting information in order to solve problems and make decisions. For example:

III-R-4:HI-24: interpreting information from external text in nonfiction text for a specific purpose.

III-R-4:HI-27: locating information from a part of a book for a specific purpose.

Strand 5: Digital Citizenship

Ed Tech Concepts

This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.

Concept 1: Safety and Ethics

Advocate and practice safe, legal, and responsible use of information and technology.

Concept 2: Leadership for Digital Citizenship

Demonstrate leadership for digital citizenship.

Concept 3: Impact of Technology

Develop an understanding of cultural, historical, economic and political impact of technology on individuals and society.

ELP Listening and Speaking

This connects to the ELP Listening and Speaking Standards in regards to sharing important information on safety and ethics. For example:

V- LS-2: HI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences.

Strand 6:

Technology Operations & Concepts

Ed Tech Concepts

This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.

Concept 1: Understanding

Recognize, define, and use technology processes, systems, and applications.

Concept 2: Applications

Select and use applications effectively and productively.

Concept 3: Problem Solving

Define problems and investigate solutions in systems and processes.

Concept 4: Transfer of Knowledge

Transfer current knowledge to learning new technologies.

ELP Language

This connects to the ELP Language Strand by use of required knowledge of academic language and use of content specific vocabulary. For example:

II-LS-2: HI-4: using grade specific academic vocabulary and symbols within context.

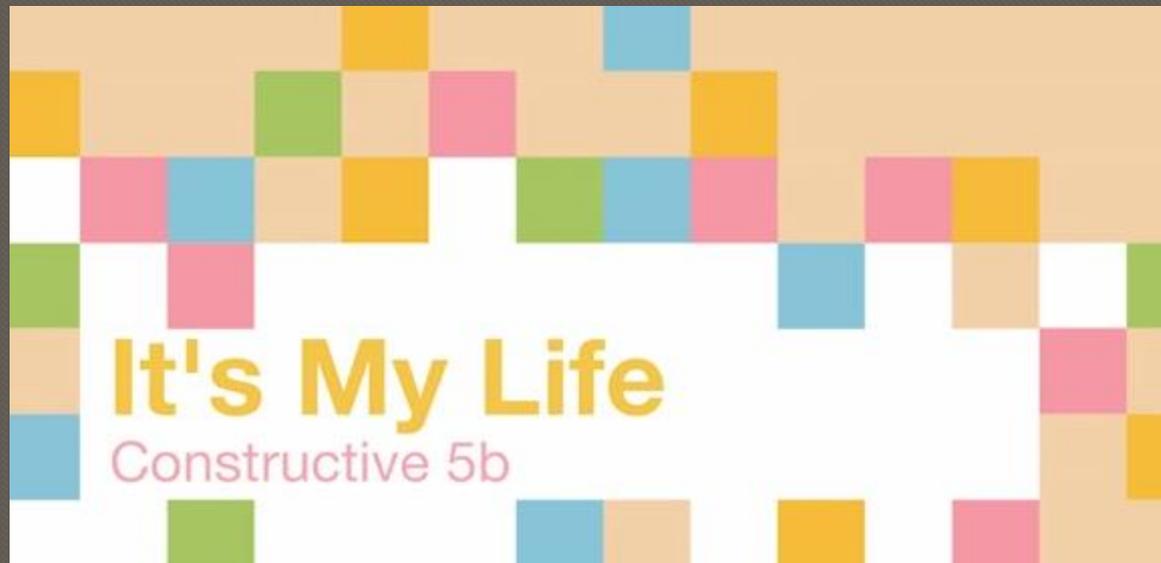
II-LS-2: HI-5: applying knowledge of grade-level vocabulary (including content area words in text).

Technology Integration



III-L-2:HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

Technology Integration



V-W-1:HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.

Technology Integration



II-LS-1:HI-2: summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences.



Next Steps

The ELP Standards support integrating technology in our classrooms. Create a URL that states one next step that you could take in your classroom or on your campus.

For example:

[www.i will use digital cameras.com](http://www.i_will_use_digital_cameras.com)

[www.teach tech terms.com](http://www.teach_tech_terms.com)

Intel® Teach Elements

A **series** of compelling online professional development courses that provide deeper exploration of 21st century learning concepts.

- **Convenient** just-in-time professional development for busy teachers
- **Compelling** e-learning content, including animated tutorials, interactive learning exercises, and offline activities.
- **Facilitated online through IDEAL.** Offered 4 times. Free on website www.intel.com/education.
- **Practical**, with action planning activities to implement new approaches in your existing curricula.

For K-12 Educators

Intel Teach Elements Overview

Designing Blended Learning

Assessment in 21st Century Classrooms

Collaboration in the Digital Classroom

Inquiry in the Science Classroom

Project-Based Approaches

Thinking Critically with Data

For Administrators
Educational Leadership



Click a picture to play an overview video about the course

[Download a Brochure](#)

Intel® Teach Elements

Project-Based Approaches

Engage your students with new approaches for your classroom



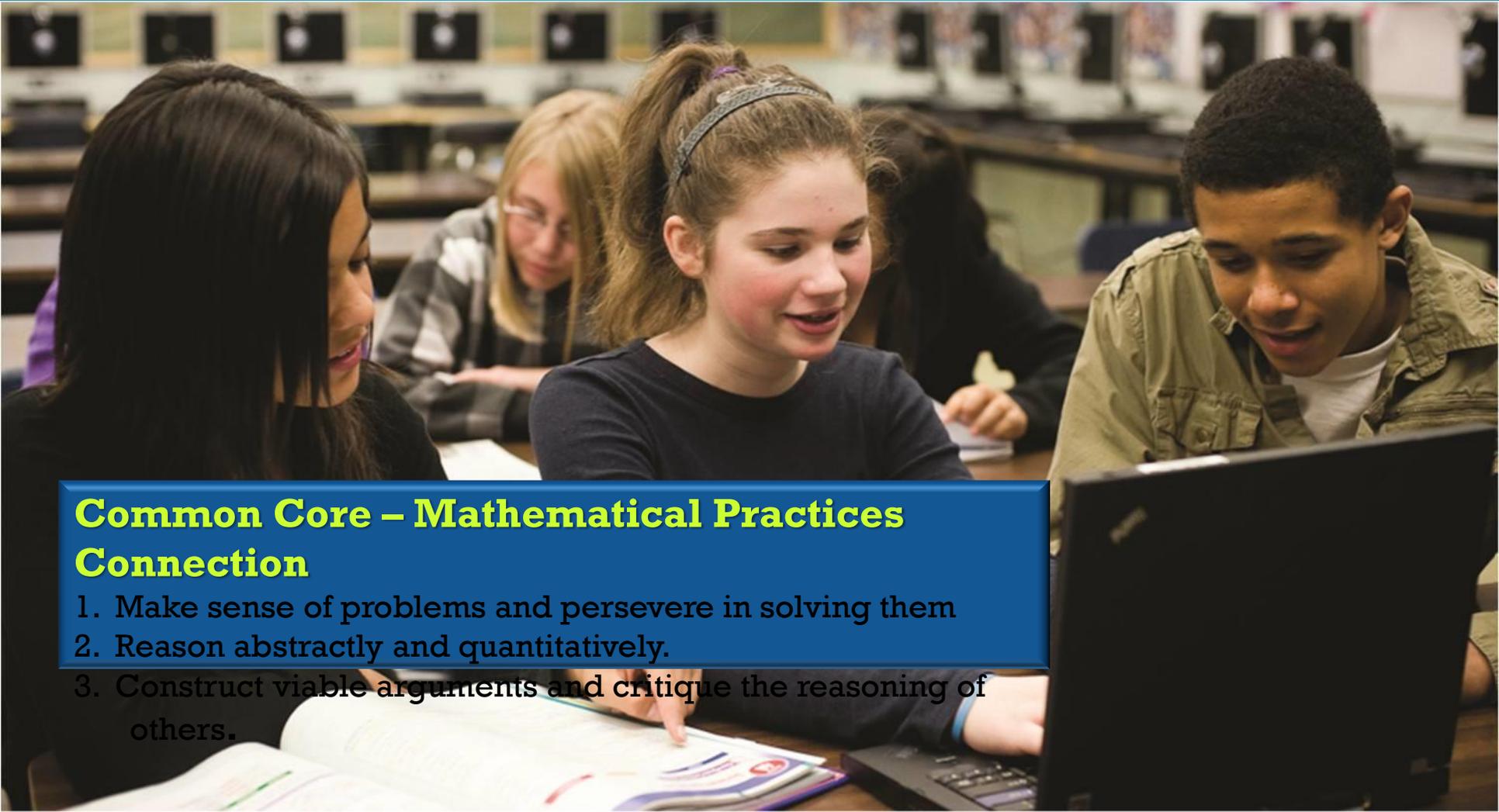
Common Core – ELA

- 1. Reading**
- 2. Writing**
- 3. Speaking and Listening**
- 4. Language**

Intel® Teach Elements

Thinking Critically with Data

Prepare students to think critically in our information-rich world



Common Core – Mathematical Practices Connection

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.

Intel® Teach Elements

Collaboration in the Digital Classroom

Help students become more proficient digital collaborators, to prepare them for our globally connected world.

Common Core – ELA

- 1. Writing**
- 2. Speaking and Listening**
- 3. Language**



Intel® Teach Elements *Assessment in 21st Century Classrooms*

Learn innovative approaches to assessment of 21st century skills



Intel® Teach Elements

Educational Leadership in the 21st Century

Explore and discuss school leadership in our students' technological 21st century world

 Intel® Teach Elements: Educational Leadership in the 21st Century

Orientation

[▶ ACTION NOTEBOOK](#) [▶ RESOURCES](#) [▶ GLOSSARY](#) [▶ HELP](#) [▶ ABOUT](#)

Welcome, A1: Welcome to Orientation



Designing Blended Learning



○ *Designing Blended Learning* helps teachers transition teaching to blended learning experiences, where some portion of learning occurs online and outside of a traditional classroom setting.

Thank you!

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