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TASC Transition Curriculum Project
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Module 1: Workshop 2
Lesson Plan

Overall Learning Goals Effective Approaches to Common Core/TASC Instruction: to train administrators and adult educators to assess and analyze strategies and skills to better serve their ESOL, ABE, and pre-HSE student constituency.	**Lesson Topic** Effective approaches to Common Core/TASC instruction that infuses digital technology and online resources into all lesson plan activities.
Curriculum Developer Victory Productions, Inc. **Workshop Trainer**	**Date** **Location**

Intended Audience
- **Instructors** (content was designed as a workshop for Instructors).
- Note: The following workshops (i.e., workshops 1, 2, and 3 in Module 1) are meant to be seen as overviews and/or foundational knowledge for this curriculum. In other words, Module 2 sets the stage for subsequent modules/workshops by proving overarching themes and information, specifically in this workshop where we provide models for effective approaches to Common Core/TASC instruction that infuses technology.

Instructional Objectives (SWBAT)
Participants will:
- Discover the principles of effective classroom implementation of technology.
- Understand the role of technology in the CCSS, NGSS, Soc. Studies standards and shifts.
- Explore a range of ed-tech tools and technology-enriched instruction designed to align to the standards, including distance learning options.
- Align, analyze, create or modify, and assess the quality of a technology-enhanced lesson.
- Gain familiarity with the technical aspects of the TASC exam, and more broadly, the implications of technology on assessment in both the exam and in classroom instruction.
- Develop strategies to differentiate learning with instructional supports for technology integration.

Goals
Participants will become familiar with a range of technology tools and the most current instructional approaches with educational technology.

Warm-Up/Review
- Explain objectives for the workshop.
- Introductory reflection activity: Technology in our lives.
- Engage participants in discussion of use of technology in daily lives, in education, and in society nationally and globally.

References (APA Style)
Included in materials.

Technology and Handouts	
Technology Needs - AV cart with projector, laptop, and speakers will be provided. - Laptop or tablet computer for each student with access to Internet.	**Presentation Needs & Handouts** Each item listed below will be available in PDF format: - Articles. - PowerPoint. - Video links (see below).

Lesson Plan Activities

Part 1: Technology Implementation

Lesson Materials
- Chart paper.
- Computers with Internet access (1 computer per 2-3 people).
- Relevant links (below).

Lesson Activity 1: Effective Technology Implementation

Participants will compare 2 lessons that integrate technology (see links below). This is an open-ended activity designed to activate participants' ideas of not only educational technology, but to surface their own perceptions of "good" teaching and learning overall. In groups, brainstorm and write ideas on chart paper (two-column chart – lesson A, lesson B).

- Lesson A – Comparing Measures with the Proportioner:
  - http://seeingmath.concord.org/Interactive_docs/PR_Activity.pdf.
- Lesson B – Quill Grammar:
  - http://www.quill.org then scroll down the page and click Quill Grammar.

- Prompt for participants to consider and discuss:
  - Identify and discuss similarities and differences in the ways that students access content, student role/engagement, level of thinking and reasoning (think about Bloom's), potential role teacher role/strategies, etc.
- Wrap up the activity by sharing from groups, and point out relevant points regarding teaching and learning, in general, with or without technology. Among other topics, be sure to touch on alignment to standards, how technology helps or hinders understanding, how technology changes instruction vs. perpetuates traditional instructional model, how each lesson depends on the technology or is influenced by the technology.

* Note: Participants should notice, and this point should emerge through discussion, that Lesson A is a more integrated approach that embraces the mathematical practices of the Common Core, and Lesson B is a more traditional approach using fill-in-the-blank and single answers by memory, even though it's set in a fancy and easy-to-use modern interface.

Questions to Answer
- What does technology implementation look like in your classroom?
- What kinds of shifts might you consider to reflect the implications for standards-aligned instruction?

Lesson Activity 2: What Does the Research Say?

Participants will read three articles/resources (see links below). They can read the articles before they arrive to the workshop, or they could take some time during the workshop individually, or during the workshop a "jigsaw" approach could be done by assigning different groups 1 article to read and become "expert" in, then share their reading with other groups.

- Different Types of Technology and their Educational Applications:
  - http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm#type
- Best Practices in Technology Education:
  - http://www.sun-associates.com/tlresources.html
- Common Core Shifts – EngageNY:
  - https://www.engageny.org/resource/common-core-shifts

- Working in groups, draw a large Venn diagram on chart paper with 3 circles labeled what the research says, what CCSS/NGSS say, and what happens in my classroom. Participants could/should start individually, taking a few minutes to consider the 3 circles for themselves, for their own ideas and classrooms; then begin sharing in groups their own thoughts and comparing to each other.   (Remind participants that we are aware that constraints, such as infrastructure and lack of devices or Internet access, or lack of access at home, etc., are very real considerations. For the moment, put those limitations aside and just think about technology-enhanced instruction more generally.)
- Prompt for groups to consider and discuss (and write their ideas on Venn diagram as described above):
  - What kinds of technology instruction/applications do you use in your classroom? What are students doing with them (i.e., what kinds of thinking is involved)? Or if you're not using technology, what applications have you seen or might you be considering?
  - What kinds of instructional approaches do you use in your classroom?
  - Place your list of technology applications and instructional approaches in the appropriate section of the Venn diagram (for example, if you're using technology and an instructional approach that lines up with what the research

says and what CCSS/NGSS is saying, write it in the intersection of all 3 circles).

Questions to Answer
- How do you plan for teaching with technology?
- Is this a helpful frame of reference?
- What did you observe about how well your approaches and/or technology use lines up with what research says about effective technology implementation that supports teaching and learning?

* Note: Tell participants about the common trend of getting excited about educational technology, as it truly is a valuable resource and we should, but often we get wrapped up in the technology and it's too easy to forget about the instruction. The two must line up, and align to your learning goals – the same learning goals you have for your students with or without technology.

Lesson Activity 3: Classroom Video
Show video of technology-integrated classroom. Invite participants to watch the video twice.
- Video (Teaching Technology the "Wright" Way): https://www.youtube.com/watch?v=fYowyQ-o4oQ
- Prompts for Participants to Consider:
    - First viewing: Just watch (no need to take notes). Observe the situation, and get familiar with the teacher and students.
    - Second viewing: Take some notes on particular comments, actions, and behaviors observed in students and teacher that seem to stand out to you. Write down exact words and specific quotes.
    - Invite participants to share their observations and discuss. Comment, in particular, on the role of students, the role of the teacher, how technology engages, how technology supports learning.
    - Also, ask participants to consider and discuss, what they think the learning goals of this classroom are, and how does the technology relate to those goals?

Questions to Answer
- Should technology drive the content?
- Or should the content drive technology?
- What is the difference?
- Why does it matter?
- What is the primary role of technology in the classroom?

Wrap Up/Assessment
- Summarize highlights from discussions – Have each group identify 2 key ideas that resonated with them so far, 1 idea they may be having difficulty with, and 1 idea they feel they could implement right away, and describe how.
- Personal self-reflection on comfort level with teaching w/ed-tech:
    - On a scale of 1 to 5 (1 being very comfortable, able to teach others, and 5 being very uncomfortable, don't even want to look at a computer) – How ready and comfortable are you with teaching with technology?

Part 2: Technology Tools

Lesson Materials
- Chart paper.
- Computers.
- Relevant links (below).

Lesson Activity 1: Ed-Tech Tools Analysis & Adaptation
Each group reviews, experiments with, and analyzes a range of educational technology tools (each groups reviews a different tool). Assign a different tool to each group. Groups can log in, try out the tool, and discuss their experience and observations.

Tools include Google apps, NCTM Illuminations, Storyboard That, Tag Cloud, and Prezi:
- Google Apps (https://www.google.com/edu/products/productivity-tools/).
- NCTM Illuminations (http://illuminations.nctm.org).
- Storyboard That (http://www.storyboardthat.com).
- Tag Cloud (http://tagcrowd.com).
- Prezi (https://prezi.com/prezi-for-education/).

Prompt for participants to discuss and consider:

- What is the purpose of the tool?
- What kinds of learning experiences can occur?
- What features did you find interesting?
- What aspects of the technology replicate face-to-face instructional approaches?
- What aspects of the technology complement and support face-to-face instructional approaches?
- What is the student's role and level of engagement in the use of these tools?
- What could the teacher's role?
- Refer to Bloom's Taxonomy and DOK levels: Which levels of thinking do the tools support, or lend themselves to?

Notes to keep in mind when using these technology tools:

- These are all online tools. You may need to set up login accounts in advance, or you may wish to replace one or more of the tools with a different one that you're more familiar with.
  - The key is that these tools were chosen for variety, based on the kinds of learning experiences, student thinking level, and instructional approaches and the tool nourishes.
  - If you replace examples, try to maintain the same balance.
  - As with any technology workshop, be prepared to troubleshoot if necessary.
- The tools being explored are some common examples. The intent is NOT to critique, NOR to endorse, the individual tools or companies who make them.
  - The goal is to represent a range of content areas and purposes of the tools, with a variety of potential applications for the classroom.
  - The purpose of teachers' engagement in this activity is to critically analyze the tools through a lens of teaching and learning, rather than simply what's new or fun.

Wrap Up/Assessment
Integrate a Tool into Your Lesson

- Envision using one of the tools from our earlier exploration with your students.
  - What type of content might lend itself well to this tool (keep the standards in mind), and what types of learning outcomes could this tool support in your own classroom?
- Think of a topic and/or a lesson you currently use, choose a standard from CCSS or NGSS for your content area for alignment, and modify the lesson to integrate one of these tools.

Lesson Activity 2: Scaffolding Instruction in Tech-Integrated Classrooms

Do a carousel brainstorm. Have each group start with one category, write their ideas on chart paper, then one member from each group gives their chart paper to the group to the right of them and groups work on the new category. Repeat until all groups have chance to complete all categories.

- Discussion: Ask participants to list the ways technology could benefit learning for adult education students, English Learners, struggling students, and classrooms with a variety of performance levels.
- Engage participants in an overview of student learning needs and the ways technology is supporting them, based on research (and bring in connections to ideas discussed).
- Use the article "Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do": http://www.wested.org/online_pubs/kn-05-01.pdf.
  - You have options for engaging participants in this content – have them read the article either before or during the workshop; summarize the key points from the article and present them on a PowerPoint slide, engage participants in a discussion of the excerpt of the article that shares a classroom example described in the article (p. 4), etc.
- Have participants return to the lesson they began to modify (from the earlier activity). Now they will further adapt.
  - Be sure that the standard(s) to which your lesson aligns, and the learning objectives for your lesson, are clearly stated.
  - Modify/scaffold the lesson to integrate technology to provide a variety of instructional supports to help a diverse range of learners achieve those learning objectives.

Wrap Up/Assessment

- Quick Write: What are examples of the variety of learning needs in your classroom? Describe 2 ways you will integrate technology to enhance their learning and provide instructional support.
- Summary of key points based on discussion

Part 3: Online Learning Tools

Lesson Materials
- Computers.
- Chart paper.
- Relevant links (below).

Lesson Activity: Learning at a Distance
Engage in a distance learning activity together (you may need to log in and set up a prompt in advance, and provide teacher logins or set people up in groups).

Use your choice of tools:
- Moodle (https://moodle.org)
- Edmodo (https://www.edmodo.com/teachers)
- Or a similar free online discussion-oriented tool that you're familiar with.

- Present an overview of the variety of distance learning options & approaches in the field and on the market (project on PowerPoint slide or on board or chart paper).
  - Purely online – interaction is all online, with no face-to-face involvement
  - Blended Learning – combination of online and face-to-face
  - Synchronous – everyone gets online at the same time (e.g., chat room)
  - Asynchronous – everyone can get online anytime they wish; comments are posted and people see and respond whenever they would like (e.g., blogs, discussion forums)
  - Instructor-led group
  - Webinar – presentation broadcasted through an Internet connection that you watch (like a movie) and have some interaction through audio (phone call) or chat area
  - Video/audio – watch or listen with no interaction with participants
- Prompts for group discussion (have participants discuss in groups, and then share out highlights from their discussions with the whole group).
  - How did this online learning experience compare to face-to-face learning?
  - Which aspects of this experience fit well with your own personal learning style?
  - With the various learning styles of your students?
  - Which aspects might not be so readily adjustable to you, personally?
  - Which aspects might not be so readily adjustable for your students?

Question to Answer
What potential does online learning have for personalizing content, instruction, and learning experiences?

Wrap Up/Assessment
- Quick Write: Which technology integration approaches will be easy to implement? Which will be more challenging? Which do you want to begin with, how/when, and where does it fit within your TASC curriculum?
- Summary of key points based on discussion

Part 4: Online Assessment Tools

Lesson Materials
- Computers.
- Chart paper.

Lesson Activity 1: Technology and Assessment
Engage in a technology-enhanced performance task (for the classroom, such as a simulation or game-based learning). Participants put themselves in the role of a student for the experience, and then reflect later as teachers. Some good resources include:
- PHeT (https://phet.colorado.edu/en/simulations/category/new).
- PBS Games (http://pbskids.org/games).
- Or choose a different educational simulation/game-based site you're familiar with.

- Also, be sure to refer to and engage participants in exploring the PARCC and TASC exam websites for examples of

interactive, online assessments for which they will be accountable to prepare their students.

- In small groups, write ideas on chart paper, then share out for large group discussion: have participants discuss and generate characteristics of quality technology integration into assessment in the context of alignment to the expectations of CCSS and NGSS standards and 21st Century skills.

Lesson Activity 2: Technology and the TASC Exam

- Consider, share, and discuss implications of technology as it relates to principles of effective classroom assessment
- Reflect on your familiarity and comfort level with TASC transitions. On a scale of 1-5, rate your familiarity. On a scale of 1-5, rate your comfort level.
- Share a sample TASC exam question. Engage participants in analyzing the question for content, standards alignment, the role of technology in supporting (or hindering) the opportunity to gather evidence of student thinking, and the need for instructional support for different learners.

Question to Answer

- What are the implications of technology for TASC exam implementation and student success?
- How will you prepare?

Wrap Up/Assessment

Summary of key points.

Overall Wrap Up

Note: this part will be done in a discussion format.

Brief action planning for potential technology integration into their own classrooms and possible limitations in technology usage based on the needs of their students.