



Caulfield Racecourse



Thinking & Learning Conference

2014

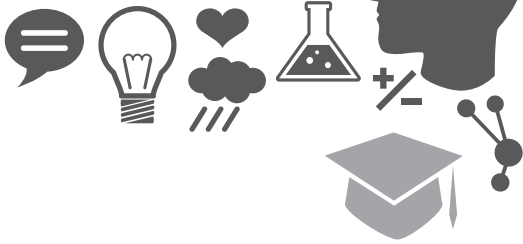
23–26 May

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Educate!

Inspire!

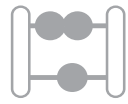
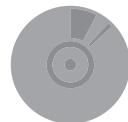


Nancy Frey

Saturday 24 May

Tablet Teaching - Secondary

Session 3



NANCY FREY

Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has co-authored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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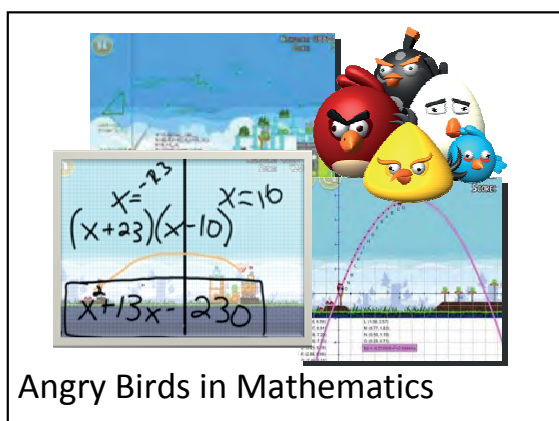
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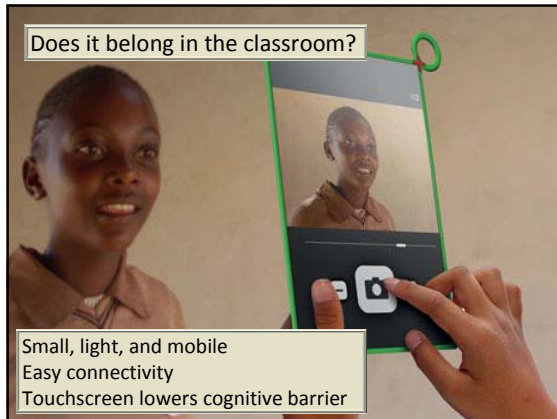
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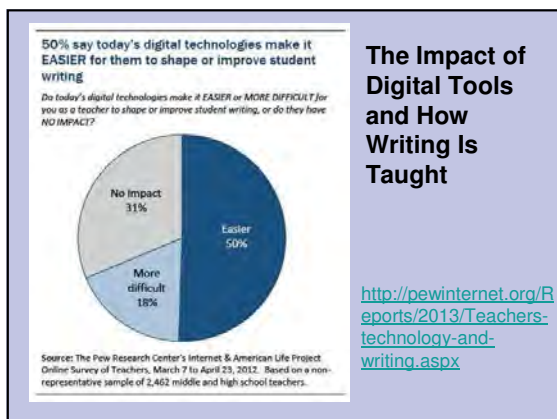
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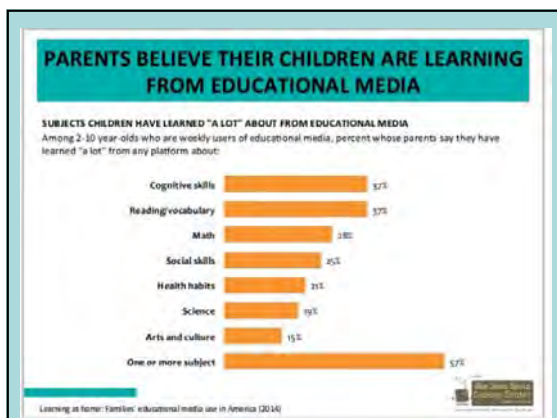














Learning at Home: Educational Media Use in America

But where do we begin?

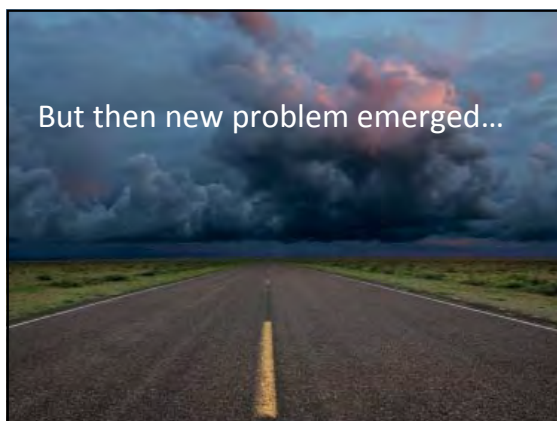
Staff development first

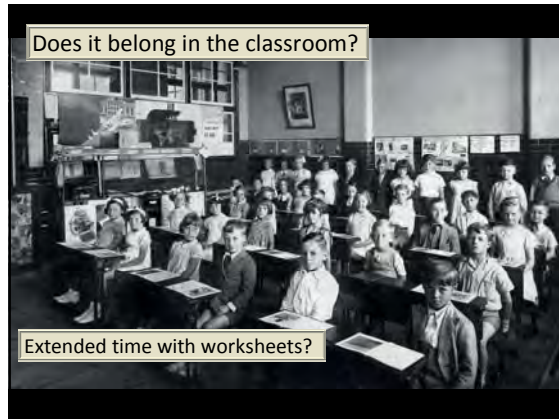
- This is yours
- Play with it
- Use it
- Learn together

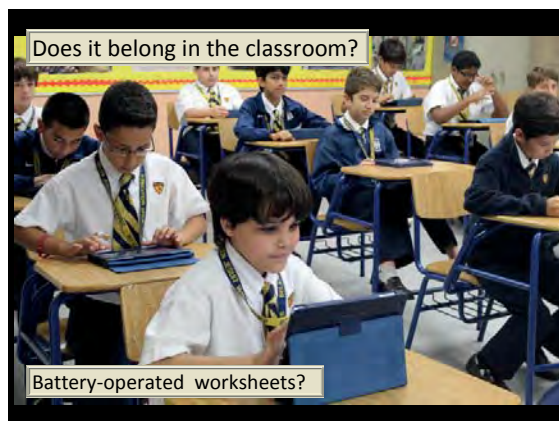


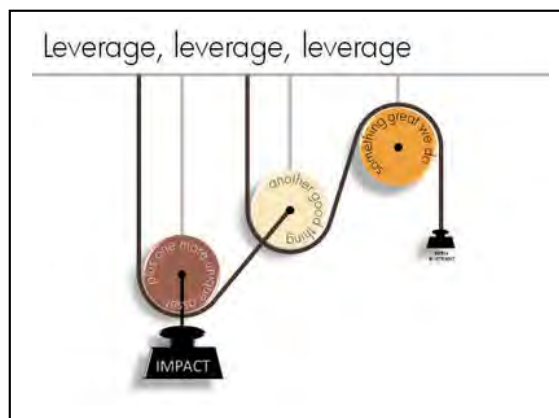
<https://www.youtube.com/watch?v=if8FAVHcg8Y>

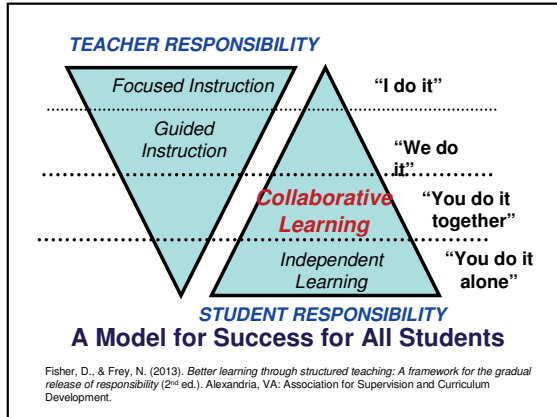
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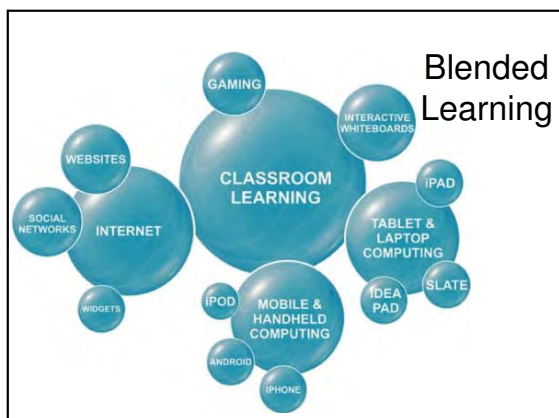





**KEEP
CALM
AND
MAKE A
PLAN**

Our Plan

- Become proficient at blended learning
- Build students' digital collaboration skills
- Develop a planning tool to reflect our teaching



**Blended learning is...**

a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace



and



at least in part at a supervised brick-and-mortar location away from home.

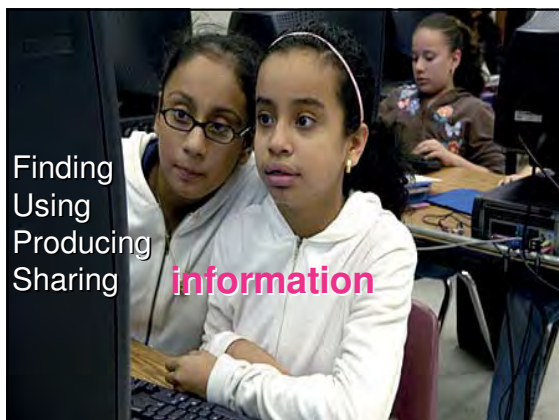
Staker, H. C., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. San Mateo, CA: Innosight Institute. Retrieved from <http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

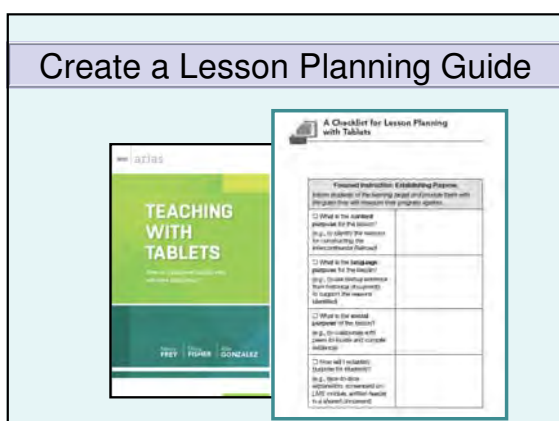
Planning for Blended Learning

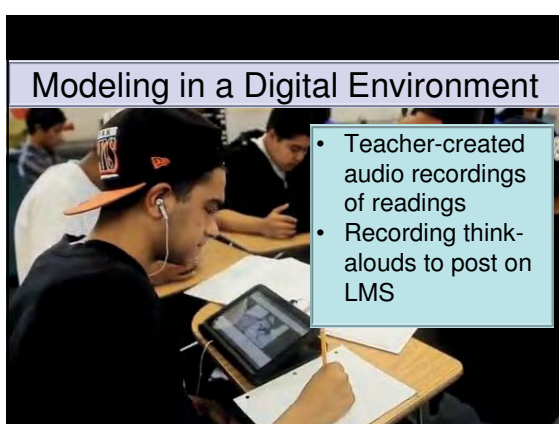
- What is familiar to students?
- What is familiar to teachers?
- What will be challenging for students?
- What will be challenging to teachers?



Leverage, leverage, leverage









Collaborative Learning in a Digital Environment



Collaborative Learning in a Digital Environment

TypeWith.me
collaborative
writing tool



Aurasma
Augmented
Reality



Digital Accountable Talk in 8th Grade



<http://themediaspot.org/projects/middle-school-digital-accountable-talk>

Agenda for ... Wednesday, Jan 22

Purpose: Understand components of an argumentative essay, individually, in collaborative pairs and small groups.

Groups

- * Computers - write essay, prepare
- * Delella - Educators
- * Teacher - Alex Reading

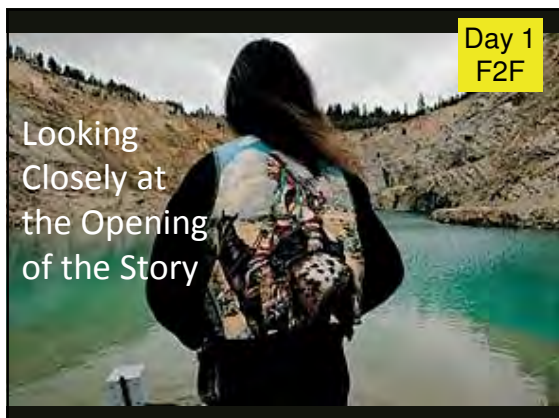
Collaborative Learning

Students work together on a tablet to provide feedback to peers about elements of argumentative essays.

Offline, Out of School

"Every Little Hurricane" by Sherman Alexie

How does our social and cultural community shape who we are?



Guiding Questions for Close Readings

Questioning the Text: General Understandings and Key Details

- What was life like on the reservation at this time?
- What incident does Victor describe?
- Who is the narrator, and how do you know it is an adult remembering a childhood incident?
- What happens to a community that weathers a storm?

Guiding Questions for Close Readings

Questioning the Text: Structure

Alexie intersperses childhood memories with more adult interpretations. What examples of Native American historical events does he use?

Guiding Questions for Close Readings

Questioning the Text: Vocabulary

What is the cumulative effect the weather-related metaphors have on the meaning and tone of the piece?

Guiding Questions for Close Readings

\$#*%

Guiding Questions for Close Readings

Questioning the Text:

Author's Purpose

- Why does the author use such harsh language?
- What is the author's attitude toward the plight of Native Americans on this reservation? What is your evidence?

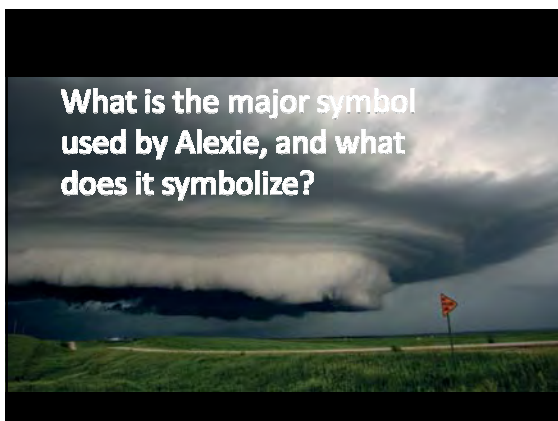
Guiding Questions for Close Readings

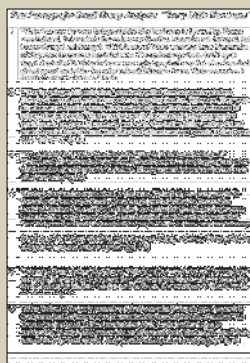
Analyzing Details:
Inferences Across the Text

- What is "the little hurricane spun from the larger hurricane that battered the reservation? (p. 10) How does this represent larger events in Native American history?



What is the major symbol used by Alexie, and what does it symbolize?

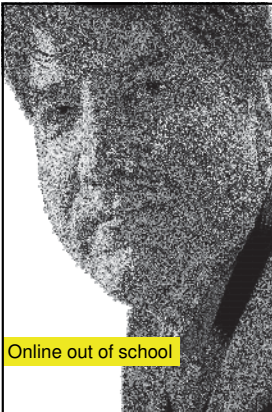




Online Out of School

Haiku
Discussion
Board

Handout



Using Multimedia to Broaden Your Analysis

Author Sherman Alexie, "I
Can Only Run the
Marathon Sober"

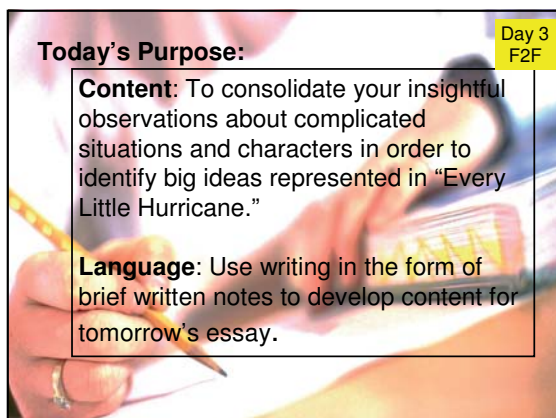
<https://www.youtube.com/watch?v=K4dBcDvpys>

Online out of school

Thinking Across Texts

Day 2
F2F

A stylized illustration of a human head in profile, facing left. The brain is depicted in a vibrant blue color with detailed gyri and sulci. Surrounding the head are various black and white icons and symbols, including a lightbulb, a speech bubble, a magnifying glass, a book, a film strip, a camera, a computer monitor, and a smartphone. These elements are connected by thin, flowing lines, suggesting a network of ideas and information. The background is white with some faint, scattered dots and lines, giving it a sketchy, conceptual feel.



Today's Purpose:

Content: To consolidate your insightful observations about complicated situations and characters in order to identify big ideas represented in "Every Little Hurricane."

Language: Use writing in the form of brief written notes to develop content for tomorrow's essay.

Day 3
F2F

Notes for Your Essay: **Insight**

Day 3
F2F

Select a character from "Every Little Hurricane" and list examples of small details you have noticed about him or her. Apply your powers of **insight** to make some conclusions about the character's motivation based on those clues.



Notes for Your Essay: **Complexity**

Day 3
F2F

Think of the main struggle your character goes through as the story progresses. What social forces contribute to the **complicated situation** the character is in? Describe these forces (internal, external, large or small) and list how they push or pull the character's actions.



Notes for Your Essay: **Big Ideas**

Day 3
Online in school

Considering your first two sets of notes, what might be some of the big ideas you will address in your essay?



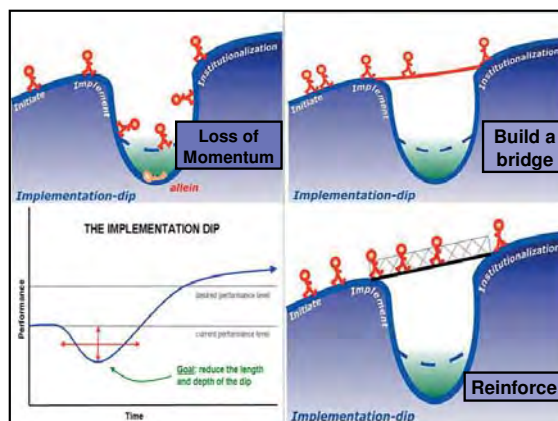
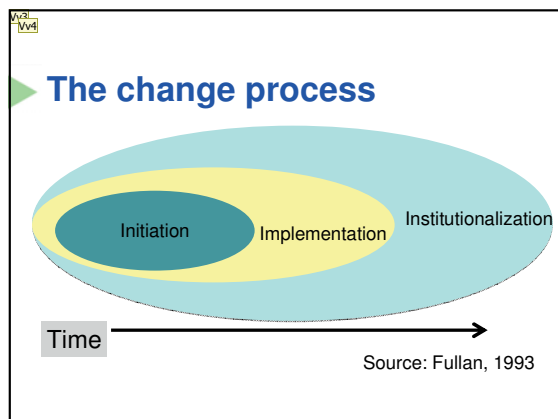


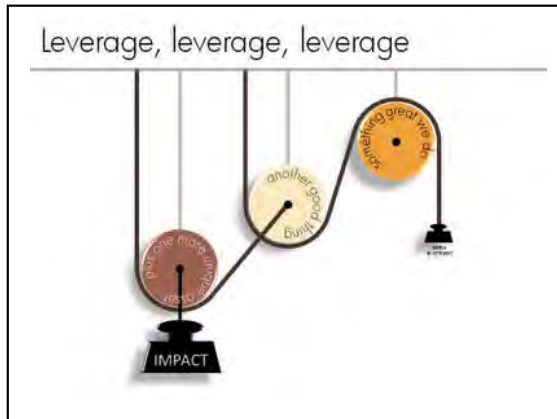
Competency: Literary Analysis

Day 4
Online in school

Handout

RENN'S: Sensory Details (Reasons, Examples, Names, Numbers, Senses)







[illegible]



Lined writing area consisting of 20 horizontal lines.

[illegible]

RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	SF113074	ASCD Arias Publication: Teaching With Tablets	\$15.00
	SF113000	ASCD Arias Publications Set of 9	\$120.00
	108010	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility	\$25.95
	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	BKD1582	Close Reading and Writing from Sources	\$39.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
	111017	Guided Instruction: How to Develop Confident and Successful Learners	\$25.95
	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	BKD7122	Improving Adolescent Literacy: Content Area Strategies at Work (3rd Edition)	\$69.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	CO5481	Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills	\$39.95
	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



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Teaching With Tablets (Fisher & Frey, 2013)

Focused Instruction: Establishing Purpose <i>Inform students of the learning target and provide them with the goals that they will measure their progress against.</i>	
What is the content purpose for the lesson? (e.g., <i>to identify the reasons for constructing the Intercontinental Railroad</i>)	
What is the language purpose for the lesson? (e.g., <i>to use textual evidence from historical documents to support the reasons identified</i>)	
What is the social purpose of the lesson? (e.g., <i>to collaborate with peers to locate and compile evidence</i>)	
How will I establish purpose for students? (e.g., <i>face-to-face explanation, screencast on LMS module, written header in a shared document</i>)	
Student Task(s) for Lesson <i>Collaborative and independent student tasks that give students the opportunity to put content knowledge into play and generate evidence of learning.</i>	
What collaborative tasks (CT) will students complete?	
(CT) What digital and print-based information do students need to find ? (e.g., <i>search engines, WebQuest</i>)	
(CT) What digital and print-based information do students need to use ? (e.g., <i>note taking, annotations, course readings, video and audio recordings</i>)	
(CT) What digital and print-based information do students need to create ? (e.g., <i>digital storytelling, presentation, written content</i>)	
(CT) What digital and print-based information do students need to share ? (e.g., <i>blog, discussion board, video conference</i>)	
What independent tasks (IT) will students complete?	
(IT) What digital and print-based information do students need to find ? (e.g., <i>search engines, WebQuest</i>)	

(IT) What digital and print-based information do students need to use ? (e.g., <i>note taking, annotations, course readings, video and audio recordings</i>)	
(IT) What digital and print-based information do students need to create ? (e.g., <i>digital storytelling, presentation, written content</i>)	
(IT) What digital and print-based information do students need to share ? (e.g., <i>blog, discussion board, video conference</i>)	
Tablet/student ratio requirements (e.g., <i>1:1, 1:4</i>)	
What apps will students require to complete the task?	
Focused Instruction: Modeling and Thinking Aloud <i>Present lesson content, using modeling to demonstrate processes or skills. Think aloud to give learners insight into how an expert understands the content or the process</i>	
What skills, strategies, and content do I need to model for students?	
How will I deliver this modeling?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Digitally
If modeling will be delivered digitally, what tools are needed?	<input type="checkbox"/> Screencast <input type="checkbox"/> Video demonstration <input type="checkbox"/> Audio recording <input type="checkbox"/> Other ()
Will I archive my think-aloud for later use by students? If so, how will it be archived?	
Guided Instruction <i>As learners apply the lesson's skills, strategies, or processes, ask questions and provide prompts and cues to redirect them toward understanding.</i>	
What are the key questions I will pose to students?	
What prompts can I use to facilitate cognitive or metacognitive work?	<input type="checkbox"/> Background knowledge <input type="checkbox"/> Process or procedure <input type="checkbox"/> Reflective <input type="checkbox"/> Heuristic
What cues will I need to shift students' attention when they are not able to answer?	<input type="checkbox"/> Visual <input type="checkbox"/> Gestural <input type="checkbox"/> Positional <input type="checkbox"/> Environmental <input type="checkbox"/> Verbal <input type="checkbox"/> Physical

Will these questions, prompts, and cues be delivered face-to-face or digitally?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Digitally (e.g., polling devices)
Will these questions, prompts, and cues be embedded into digital content? If so, how?	<input type="checkbox"/> In digital text <input type="checkbox"/> Through video annotation <input type="checkbox"/> Study link to digital notes (e.g., Evernote Peek) <input type="checkbox"/> Other ()
<p align="center">Collaborative Learning</p> <p><i>Groups of learners work together via face-to-face and digital interaction to apply skills, strategies, and knowledge and gain a deeper understanding of the material.</i></p>	
What is the rationale for the construction of the group?	<input type="checkbox"/> Homogeneous <input type="checkbox"/> Heterogeneous <input type="checkbox"/> Student interest <input type="checkbox"/> Student choice
What workspace will students use?	<input type="checkbox"/> Physical space <input type="checkbox"/> Digital whiteboard <input type="checkbox"/> Collaborative document <input type="checkbox"/> Audio file <input type="checkbox"/> Video file <input type="checkbox"/> Presentation file <input type="checkbox"/> Other ()
In what ways can students witness the thinking of each other in real time? (e.g., <i>face-to-face or synchronously</i>)	
If asynchronous, in what ways can students utilize evidence of the thinking of others to forward their own understanding?	
How will students engage in meaningful discussion using academic language, not just low-level exchanges of information?	
In what ways can the group make useful errors that can lead to new understanding?	
How will students access language support in a digital environment? (e.g., <i>sentence frames for written content, digital dictionary or thesaurus</i>)	
<p align="center">Independent Learning</p> <p><i>Students extend and expand understanding of has been taught, both skills and habits of mind (metacognition and self-regulation).</i></p>	
What is the purpose of the independent learning task?	<input type="checkbox"/> Application <input type="checkbox"/> Fluency building <input type="checkbox"/> Spiral review <input type="checkbox"/> Extension
How will students receive feedback?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Written <input type="checkbox"/> Digitally

How will I ensure the feedback is timely ?	
How will I ensure the feedback is understandable ?	
How will I ensure the feedback is specific ?	
How will I ensure the feedback is actionable ?	
<p align="center">Formative Assessment to Inform Future Instruction</p> <p align="center"><i>Throughout the learning cycle, deploy various formative assessment tools to check for understanding; make instruction adjustments, based on students' performance.</i></p>	
How will I collect student performance data to check for understanding?	<input type="checkbox"/> Oral language <input type="checkbox"/> Written language <input type="checkbox"/> Performance or project <input type="checkbox"/> Quiz or test
How will I analyze the data for patterns and common errors?	
What apps do I need for data collection and analysis	<input type="checkbox"/> Course dashboard <input type="checkbox"/> Learning management system <input type="checkbox"/> Test analyzer application <input type="checkbox"/> Test scanner <input type="checkbox"/> Adaptive diagnostic assessment <input type="checkbox"/> Online markup tool <input type="checkbox"/> Online spreadsheet <input type="checkbox"/> Other () <input type="checkbox"/> Other ()
How will I share the assessment results with students?	<input type="checkbox"/> Face-to-face conference <input type="checkbox"/> Online conference <input type="checkbox"/> Online grade book <input type="checkbox"/> Performance summary