



KATHY SCHROCK'S IPADS4TEACHING

HOME KathySchrock Blog Kathy Schrock's Home Page Guide to Everything About Offerings

CREATING WITH THE IPAD
Ideas, apps, and samples of instructional projects with the iPad which target the creating level of Bloom's Taxonomy.
[Back to home page](#)

PreK-12 Teachers

Backchannels

- Today's Meet
- Padlet
- It3zash
- Bloom's and backchannels

Bloom's and SAMR info

- EdOrigin
- Cogs of the cognitive processes
- SAMR

Other links

- Questions to ask about apps
- Digital creation projects
- Course video project examples
- Schrock: H.O.T.S. for Bloom's
- Schrock: Critical evaluation of apps
- Schrock: Classroom workflow

App smashing

- Fox: App-smashing explanation video
- 3 app smash video projects to challenge your students

PreK-12 Administrators

Curriculum template

- Multidisciplinary template development overview (PDF)

[rtud_template.doc](#) Download File

[rtud_template_filed.doc](#) Download File

Pedagogical information

- Cogs of the cognitive processes (Schrock)
- SAMR model (Puentedura)
- TECH model (Roberts)
- 32 characteristics of high-performing classrooms (Keck)

What to look for

- Student choice video
- Effective use of technology with students' needs
- Online technology lesson evaluation form (Schrock)
- Sample lesson to view

Creation of assessments using Explain Everything

- 13 things to do on Explain Everything (Learning inspired blog)

1. Presenting
2. Modeling and visualizing
3. Peer-to-peer teaching

<http://www.ipads4teaching.net/creating-with-the-ipad.html>

2. Essential Question

3. Assessment, culminating demonstration of student learning of Essential Knowledge, Learning Standards and Benchmarks. What will the students do to demonstrate their understanding of the Essential Knowledge, Learning Standards, and Benchmarks identified for this unit? (Include attached rubrics, samples, and grading criteria.)

4. Teaching/Presentation/Student Learning Experiences			
Subject	Establish the context: activating prior knowledge, providing background knowledge and experiences, unraveling confusions	Establish what methods will be used for students to acquire the Essential Knowledge, Learning Standards and Benchmarks (Key Questions in Lesson Planning, the Question Construction Wheel, and Bloom's Taxonomy)	Independent studies
Content Area			
Information Literacy			
Technology Literacy			
<p>Include the level of the TECH model the assessment targets Traditional, Enhanced, Choice or Handoff</p>			

Technology – Hardware: (Click boxes of all equipment being used/needed)

<input type="checkbox"/> Camera	<input type="checkbox"/> iPads/tablets	<input type="checkbox"/> Television/Monitor and Apple TV
<input type="checkbox"/> Computers/Chromebooks	<input type="checkbox"/> Printer	<input type="checkbox"/> Video camera
<input type="checkbox"/> Digital camera	<input type="checkbox"/> Projection system	<input type="checkbox"/> Video conferencing equipment
<input type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input type="checkbox"/> Interactive whiteboard
	<input type="checkbox"/> Speakers	<input type="checkbox"/> Document camera
		<input type="checkbox"/> Other:

Technology – Software: (Click boxes of all software needed.)

<input type="checkbox"/> Database/Spreadsheet	<input type="checkbox"/> Image editing	<input type="checkbox"/> Web page development
<input type="checkbox"/> Desktop publishing	<input type="checkbox"/> Audio editing	<input type="checkbox"/> Word processing
<input type="checkbox"/> E-mail	<input type="checkbox"/> Concept mapping	<input type="checkbox"/> Video editing
<input type="checkbox"/> Online database	<input type="checkbox"/> Coding tools	<input type="checkbox"/> Other and specific apps:
<input type="checkbox"/> Web 2.0 tools		

Printed Materials:

Supplies:

Web Sites:

Other:

Accommodations for Differentiated Instruction

Resource Student:

Non-Native English Speaker:	
Gifted Student:	

What to look for

Assessing teacher technology use

TeachThought: Learn Better 32 Characteristics Of High-Performing Classrooms

1 Cognitive Demand

- 1. Rigor is omnipresent, from bell ringers and quizzes to accountable talk and assessments
- 2. Students generate original ideas from seemingly disparate sources of information
- 3. Students consistently revisit ideas, thinking and general misconceptions (e.g., via digital portfolio)
- 4. Thinking habits are valued over demonstrated "proficiency"

2 Assessments

- 5. Transfer is required to prove mastery
- 6. Data is easily extracted and visualized
- 7. The academic standard and assessment form complement one another
- 8. There is opportunity for students to demonstrate what they know (rather than simply succeed or fail in demonstrating what the assessment asks for)

3 Technology Integration

- 9. Technology connects students with authentic content and communities
- 10. Personalized learning experiences are achieved through a variety of self-directed means
- 11. Technology creates learning opportunities impossible without it
- 12. Technology is a means, not an end

4 Curriculum Mapping

- 13. Curriculum naturally absorbs and adapts to data sources
- 14. Curriculum map is dynamic, changing in response to data & circumstance
- 15. There is clear priority of academic standards (not all standards are created equal)
- 16. There is clear evidence of the Gradual Release of Responsibility model

5 Lesson Planning

- 17. Lesson planning templates serve student thinking, not district "non-negotiables"
- 18. Bloom's or related taxonomies are used to move students from basic to complex thinking daily
- 19. Data is applied immediately and meaningfully to revise planned instruction
- 20. There is clear evidence of backwards design

6 Learner Choice

- 21. Student questioning—rather than the teacher's—drives learning
- 22. The ability for voice & choice extends to learning topics, assessment, & technology
- 23. Learning pathways can be self-directed by able & ambitious students at any time
- 24. Students recognize and can articulate their own role in the learning process at any given time

7 Student Support

- 25. Students have clear criteria (e.g., rubrics) for success in demonstrating understanding
- 26. There are exemplar models immediately accessible to students of all important work & activities
- 27. Students are accountable to peers, families, organizations, and communities, not you
- 28. Student literacy levels are meaningfully taken into account when planning instruction

8 Classroom Management

- 29. Expectations are collaboratively designed, feasible, and clear
- 30. "Discipline" is a collective effort: peers, colleagues, administration, and family
- 31. Fair doesn't always mean equal
- 32. "Behavior" starts with self-awareness and self-respect, which must be encouraged & modeled

TeachThought.com: Learn Better

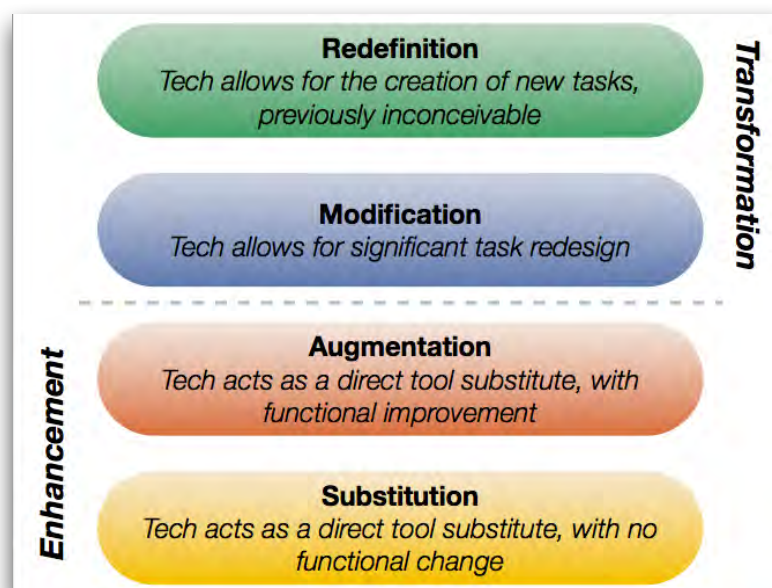
Instructional strategies
Literacy strategies
Curriculum mapping
Standards unpacking
Assessment design
Digital literacy
Classroom management

<http://www.teachthought.com/wp-content/uploads/2013/07/32-characteristics-of-high-performing-classrooms.jpg>

3 Technology Integration

- 9. Technology connects students with authentic content and communities.
- 10. Personalized learning experiences are achieved through a variety of self-directed means.
- 11. Technology creates learning experiences impossible without it.
- 12. Technology is a means, not an end.

SAMR



TECH for Teachers and Students

Handoff: Students' interests drive the learning experience with teacher guidance and the flexible choice of tools and technologies to achieve an authentic and exemplary product.

Choice: Teacher sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

Enhanced: Teacher integrates multiple tech tools to create an enhanced learning experience for students.

Traditional: Teacher designs the task using traditional pedagogy with technology supports.

Created by: Jen Roberts @JenRoberts1

<http://www.litandtech.com/2013/11/turning-samr-into-tech-what-models-are.html>

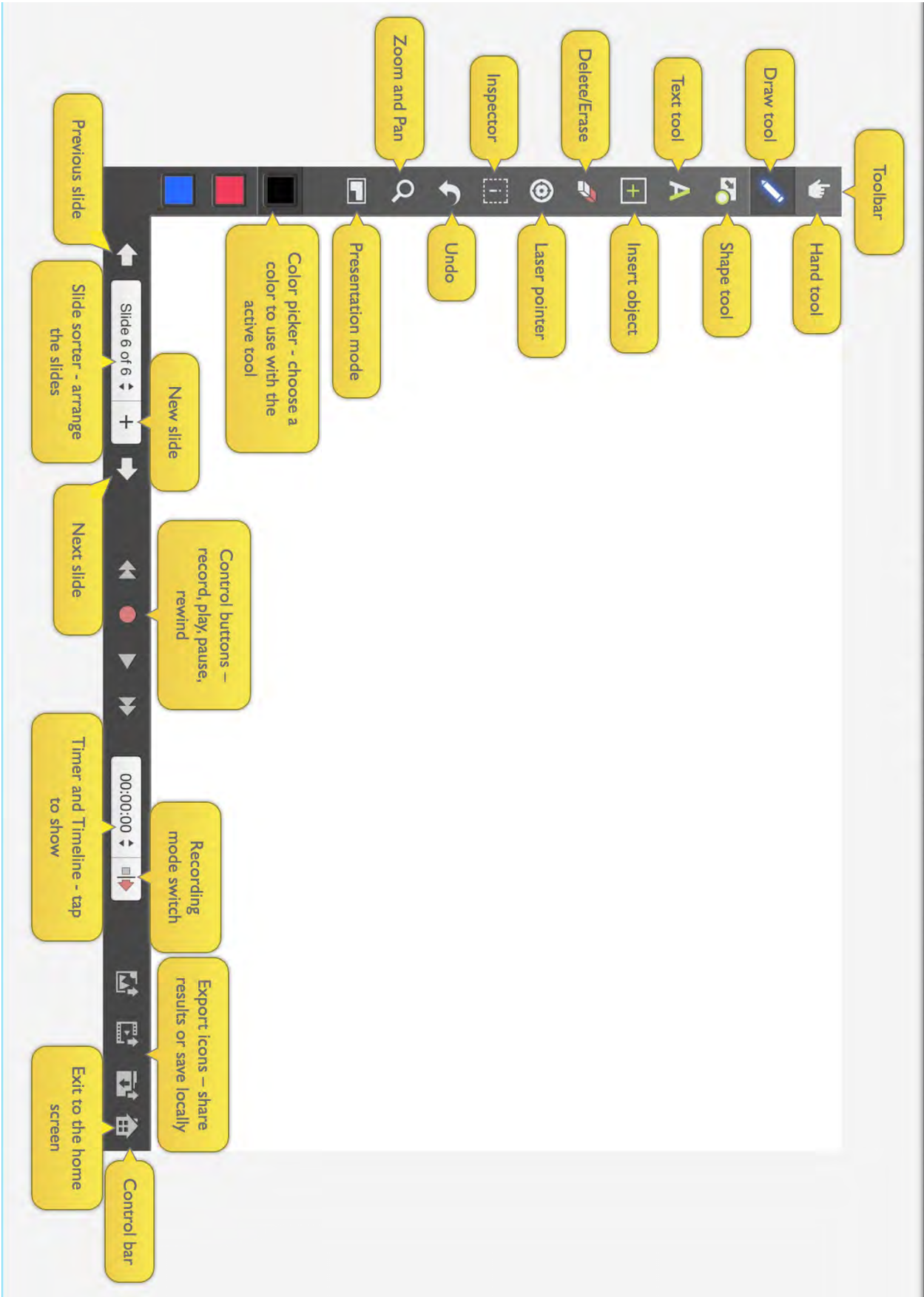
RUBRIC: Educator use of technology for teaching and learning (interactive form: <http://bit.ly/1wCb9TY>)

	DEMONSTRATING	DEVELOPING	INITIATING
Attitude	<ul style="list-style-type: none"> Teacher has had many positive experiences with technology infusion. Teacher is creative in technology infusion. Teacher frequently explores new practices and strategies. 	<ul style="list-style-type: none"> Teacher has some positive experiences with technology use before in its present or previous roles teaching and to increase student learning. Teacher occasionally shares practices with colleagues. 	<ul style="list-style-type: none"> Teacher is not sure how technology can enhance their teaching or their students' learning but tries to share technology, knowledge, etc. Teacher is sometimes uncomfortable with technology.
IT Fluency	<ul style="list-style-type: none"> Teacher regularly uses technology for both presentation and interactive within a lesson (formative/summative/summative/summative). Teacher uses online access to information from within school and outside of school. Teacher uses technology for personal and professional use, e.g. collaboration with colleagues, 2.0 technologies and has an online social network PLN. 	<ul style="list-style-type: none"> Teacher sometimes uses technology for both presentation and interactive student activities (formative/summative/summative/summative). Teacher uses online access to information from within school and outside of school. Teacher uses technology for personal and professional use, and uses 2.0 and social networking technologies. 	<ul style="list-style-type: none"> Teacher uses technology primarily for presentation or demonstration purposes. Teacher has begun to use technology for formative student activities. Teacher sometimes uses social networking sites within school, professional and personal use.
Planning and Instructional Design	<ul style="list-style-type: none"> Teacher routinely technology infusion within the lesson/lesson framework. Teacher regularly uses technology to support higher-level learning objectives. Teacher designs technology appropriate to their lesson and need. Teacher encourages student choice. 	<ul style="list-style-type: none"> Teacher is comfortable with the use of social networking and has planned some lessons that embed technology. Teacher sometimes shares technology based on their appropriateness to the activity and need. Teacher begins to evaluate effectiveness of technology. 	<ul style="list-style-type: none"> Teacher is somewhat comfortable with the instructional framework and there is some fusion with technology components. Teacher may choose technologies appropriate to their objectives and may choose a technology that they are not comfortable using.
Classroom Management and Workflow	<ul style="list-style-type: none"> Teacher is comfortable with all of the possible uses for technology infusion. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. 	<ul style="list-style-type: none"> Teacher is comfortable with all of the possible uses for technology infusion. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. 	<ul style="list-style-type: none"> Teacher is comfortable with all of the possible uses for technology infusion. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways. Teacher is comfortable with technology infusion in all of the possible ways.

http://application.jff.org/userImages/files/technology_integration_rubricnew-1-3.pdf

Attitude
IT Fluency

Planning and Instructional Design
Classroom Management and Workflow



RUBRIC: Educator use of technology for teaching and learning (interactive form: <http://bit.ly/1wC0sHT>)

	DEMONSTRATING	DEVELOPING	INITIATING
Attitude	<ul style="list-style-type: none"> Teacher has had many positive experiences with technology infusion. Teacher is a champion of technology infusion. Teacher frequently shares best practices with colleagues. 	<ul style="list-style-type: none"> Teacher has some positive experiences with technology and begins to see its potential to enhance their teaching and to enhance student learning. Teacher occasionally shares practices with colleagues. 	<ul style="list-style-type: none"> Teacher is not sure how technology can enhance their teaching or their students' learning but tries to infuse technology, nonetheless. Teacher is sometimes uncomfortable with technology.
IT Fluency	<ul style="list-style-type: none"> Teacher regularly uses technology for both presentation and interactive student activities (communication, production, collaboration). Teacher uses online access to information from within school and outside of school. Teacher uses technology for personal and professional use, is comfortable with different Web 2.0 technologies and has an online social network PLN. 	<ul style="list-style-type: none"> Teacher sometimes uses technology for both presentation and interactive student activities (communication, production, collaboration). Teacher uses online access to information from within school and outside of school. Teacher uses technology for personal and professional use, and some Web 2.0 and social networking technologies. 	<ul style="list-style-type: none"> Teacher uses technology primarily for presentation or demonstration purposes. Teacher has begun to use technology for interactive student activities. Teacher uses online access to information from within school. Teacher uses technology for professional and personal use.
Planning and Instructional Design	<ul style="list-style-type: none"> Teacher embeds technology seamlessly within the instructional framework. Teacher regularly uses technologies to support higher-level learning objectives. Teacher chooses technologies appropriate to their activity and need. Teacher encourages student choice 	<ul style="list-style-type: none"> Teacher is comfortable with the instructional framework and has planned some lessons that embed technology. Teacher sometimes chooses technologies based on their appropriateness to the activity and need. Teacher begins to evaluate effectiveness of technology 	<ul style="list-style-type: none"> Teacher is somewhat comfortable with the instructional framework and begins to plan lessons with technology components. Teacher may choose technologies appropriate to their activity and need or may choose a technology tool they are most comfortable using

	<ul style="list-style-type: none"> in their use of technology appropriate to their tasks. Teacher involves students in identifying a range of ways of using technology to achieve curricular objectives and complete assessments Teacher evaluates the effectiveness of the technology use in the lesson. 	<ul style="list-style-type: none"> integration in more formal ways. Teacher begins to use technology to support higher-level learning objectives. Teacher begins to involve students in identifying ways of using technology to achieve curricular objectives. Teacher begins to encourage students to choose and use technology appropriate to their tasks. 	<ul style="list-style-type: none"> even if it is not the best tool for their goals and objectives. Teacher begins to evaluate effectiveness of technology integration in informal ways, such as conversations with students or colleagues.
<p>Classroom Management and Workflow</p>	<ul style="list-style-type: none"> Teacher is comfortable with all of the possible issues that may arise. Teacher's expectations around technology use have become a class norm. Teacher is comfortable with students taking the lead in helping with issues. Teacher facilitates learning with technology giving students ownership of their own learning process Teacher is comfortable with students being at different places in the assignment using different tools to solve the same problem. 	<ul style="list-style-type: none"> Teacher sometimes provides instruction around technology use, but expectations of technology use have become the norm. Teacher sometimes monitors technology use and most students are on task. Teacher sometimes struggles with technological glitches. Teacher begins to ask students who are more proficient to help other students. Teacher begins to allow students to go at their own pace. 	<ul style="list-style-type: none"> Teacher provides students detailed instruction around technology use and expectations around technology use. Teacher constantly monitors technology use so students are on task. Teacher always struggles with technological glitches. Teacher begins to identify students who are proficient with the technology tools. Teacher has students all work at the same pace and does not allow students to work ahead.

This rubric was informed by: "Assessing Technology Integration." *Northwest Educational Technology Consortium*. NETC, 2005. Web. <<http://www.netc.org/assessing/home/integration.php>>.
 "Technology Integration Matrix." Florida Center for Instructional Technology, College of Education, University of South Florida, 2009. Web. <<http://fcit.usf.edu/matrix/index.html>>.
 "Technology Integration Rubric." Norman Public Schools, 22 Sept. 2003. Web. <<http://www.norman.k12.ok.us/092/integrationrubric.htm>>.
 "Technology Integration Rubric", Jobs for the Future, 2010. Web <http://application.jff.org/userimages/files/technology_integration_rubricnew-1-3.pdf>
 Adapted by Kathy Schrock, December 2014.