



OETT Grants to Schools Overview

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Time Frame 3 hours

Essential Question(s)

Summary

"Overview" is the first PD OETT grant recipients participate in during the grant year cycle. There are two variations of this PD based on the tech they have in the building. (iPads / Chromebooks) This professional development offers an introduction to the OETT organization, history of the grant, ISTE standards, device scavenger hunts, and web app exploration.

Learning Goals

- Explore a variety of Technology Tools and their function
- Initial exposure to [K20 Theory of IDEALS and 10 Practices](#)
- [QR Code Breakout](#)
- Define and discuss Professional Learning Communities
- Introduce [K20 Instructional Strategies](#) and [Tech Tool Cards](#)
- Review [ISTE standards](#)

Attachments

- [Overview-2021.pptx](#)

Materials

- [Overview for 2021](#)
- Updated digital and paper copies of Scavenger Hunt ([iPad](#) / [Chromebook](#) / both)
- [Updated Slide of current year OETT map \(pulled from OETT webpage\)](#)
- [Audience specific QR Codes printed and laminated \(iPads, Chromebooks, ES, MS/HS\)](#)
- Set up [Mentimeter](#) or [Plickers](#) page
- Ring enough Apps and Web 2.0 cards per participant
 - (this step can be eliminated if using web based version from [K20 LEARN page](#))

Explore: QR Code: Breakout

Slides 10 and 11

Prep

[QR Code Activity Folder](#)

All facilitators should make their own copies of QR code name tags (found in the General folder, but also here): <https://drive.google.com/file/d/0B-p4eiYzckhHUjUwQ24wVXZLSVk/edit?usp=sharing>

Teacher's Note

Do and say for Slide 10

1. Pass out graphic organizer to participants.
2. Open QR code reader
3. **"You have probably seen QR Codes everywhere lately (Lowes, grocery store, Taco Bell cups, Buffalo Wild Wings games, etc...) They have been popular in Japan for years but have caught on over the last ten years in the US for advertisements/information etc. Today we are going to use them to gather information about technology use in your school."**
4. The camera will activate—scan the QR Codes around the room.
5. Follow the directions of each QR Code
6. Challenge:
Table Teams will work together to break the lock by scanning QR Codes around the room and looking for clues.

Slide 11 Guiding Question: How can QR Codes help create more engaging, efficient, collaborative, or active learning in your classroom?

Share out as a group:

- What are some of the activities you scanned?
- What other ways have you seen QR Codes being used in the classroom?
- How can I utilize QR Codes in my classroom?
- show them how to make a QR code

Explain: IDEALS and the 10 Practices

Prep

Slides 12-14:

- Have participants respond using [Mentimeter](#) or [Plickers](#). *This will need to be set up by the facilitator using their own account
- **Make sure the mentimeter is set up.** <https://www.menti.com/qjb4b52tod>
- If using Plickers you will need to bring a set of plicker cards to pass out and have your phone available.

Show slide 12 and say, “The **Ideals** framework was developed based on research by Dr. Mary John O’Hair, former Director of K20, now the Dean at the University of Kentucky. The 10 practices are commonalities found in high achieving schools.

Ask participants to go to [menti.com](https://www.menti.com) and put in code. Answer the first question.

1. Which of the 10 Practices is the strongest at your school? Allow participants time to vote and then share and discuss results.
2. ASK Question 2.
 - Which of the 10 Practices has the biggest impact on student learning? Allow participants time to vote and then share and discuss results.
 - *(Possible Responses: Shared Values, Authentic Teaching, Shared Leadership, Personalized Environments, Teacher Collaboration, Inquiry and Discourse, Supportive Leaders, Community Connections, Equity Concerns, External Expertise)*

How to use mentimeter in the classroom!

- Show them how easily a poll can be made on [mentimeter.com](https://www.menti.com)
- How might you use mentimeter in your classroom? and answer the first question.

Elaborate: 4 Corners

Prep

Materials: Signs for AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE posted in the 4 corners of the room.

- [Instructional Strategy](#)
- [Posters for Print](#)

1.If all in same room, go physically to 4 corners

2.If virtual, participants put the number by their name - producer puts all rooms together based on number

Explain that you will be showing and reading a statement and you will ask them to move to the corner that represents their BELIEF about the statement and discuss it with the others who are in their corner. You will ask them to share 1-2 comments about the basis of their belief.

Show Slide 16 (Four Corners, “ **The more technology the better.**”)

Have a whole group discussion by each corner sharing out something from their groups discussion. Most of the time it turns out that each corner is basically saying the same thing, that **it depends on how tech is used**. This is the sometimes the same feeling for PLCs, everybody has a different perspective, but will come together in growing your PLC to achieve your common goals. And now.... PLC!

- Ask teachers, “ How would you use 4 corners in the classroom?”

Slide 18: Professional learning Communities

Tell Teachers, “The K20 Center focuses its work on developing technology-enriched Professional Learning Communities based on the research that demonstrates high student achievement is linked with the components of an active PLC.”

Then discuss each of the following bullet points

- **Collective responsibility**- what happens in 6th grade will impact 8th grade test scores.
- **Instructional coherence**- vertical and horizontal alignment
- **In your learning team PLC throughout the year**, we will be focusing on resources and strategies.

Let take a look at a few of them now.(move on to the next slide)

IRB and a 7 minute break

Introduce teachers to TREK <https://trek.k20center.ou.edu/>. IRB's are the first thing that teachers need to fill out on TREK.

Explain to teachers that as a part of the research campus at OU we are required to notify you that we will be collecting data. We need your signature to assure that we did notify you that we will be collecting data in the form of field notes, PD evaluations, tests scores and site visits. This data is used as a collective group, not individualistic. In addition, we may ask you to be video-taped or audio taped but you would be notified ahead of time and would have to sign another page. This is simply to notify you that we are collecting data. This is school, not individual data.

Have teachers read and sign the IRB digitally on TREK before they leave the room for break. (sometimes you may have some issues with the scroll bar on the IRB form, just be sure to monitor and be available to help participants as needed)

Extra info: The fundamental purpose of IRB (Institutional Review Board) review of informed consent is to assure that the rights and welfare of subjects are protected. A signed informed consent document is evidence that the document has been provided to a prospective subject (and presumably, explained) and that the subject has agreed to participate in the research. IRB review of informed consent documents also ensures that the institution has complied with applicable regulations.

Elaborate Part 2: Card Sort Apps, Web 2.0 and The ISTE Standards

Prep

- If you are using a hands on Card sort make sure to prepare enough cards on rings for that school group.

- ISTE handouts printed

Suggested cards are: (Make sure the apps and Web2.0 are currently relevant and supported)

- iMovie
- Clips
- iBrainstorm
- SeeSaw
- Plickers
- Kahoot
- Tell About This

Web 2.0

- Wordle
- Lingro
- Smore
- Canva
- Piktochart

Slides 19-21

1. Show Slide19 Teachers explore the tech tool tab on the K20 website [K20 LEARN Tech Tool Page](#)
2. Teachers should look for Web 2.0 and Apps they can use immediately
3. Then move to the next slide about the ISTE standards [ISTE Standards](#)
4. Tell teachers that ISTI is, **The International Society for Technology Standards (iste.org)** has standards for administrators, teachers, and students. For your school to be eligible to apply for the OETT Grants, your administrator attended the OETT/OK-ACTS Leadership Seminar. During the seminar, they explored the standards for administrators.
5. Pass out the ISTE handout. This handout has the ISTE standards for teachers on one side and for students on the other. To continue the development of the PLC , we want you to explore the ISTE standards for students.
6. Next Slide **Pass out the ISTE card sort**

7. Have groups brainstorm how each tool could be used to address each ISTE Standard.

Use your judgment of the time. One way would be to have each group report out on one standard and application of a web site or app.

If using physical cards, group together into like categories (survey tool, creative tool, assessment tool, etc)

Using Google Keep or Post-it app

If using [Google Keep](#), show the slide with the directions.

The directions are:

- Go to [keep.google.com](#)
- Begin typing in "Take a note" box
- Organize notes by moving and/or color
- Explore other options and features you can utilize in Google Keep
- Collaborate with others to share notes in Keep.
- Have participants write down: Name of Tool, ISTE Standard #, and Ideas for use. Participants can then add "Labels" to the Keep Notes in accordance to the initial created categories.

If using the **post-it app**, show the slide with the directions.

The directions are:

- Take a picture of your group's Post-its using the POST-IT app.
 - Take a picture of each of **the other** groups' Post-its and the app will form a new board for each group.
 - Select each board and "Combine."
- Once combined, manipulate the data into categories for each card.

Resources

Prep

Make sure to create your TREK evaluation ahead of time. It is also helpful to make sure that the link is provided as well as a QRcode on the PPT slide.

Taking paper copies with you as a backup can be useful in case there is an issue with the wifi.

Use the two slides called **What and how will you use?**

Have teachers jot down their thoughts about how they will use three or more of the resources with their students.

Before dismissing this session explain the TREK online evaluation and go over the importance of it and how we use the feedback they share with us. Thank teachers for their time and participation and let them know that the next session will be learning about authentic teaching and learning and taking part in an authentic lesson.