Minidoka County School District

Technology

1

Data

Brightbytes Data

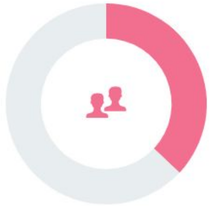
Overall MCSD BrightBytes Data

CASE™ Score Legend | Beginning | Emerging | Proficient | Advanced | Exemplary | Show More

CASE™ Score

1058 Proficient ↗ Up since last data collection

Classroom



Use of the 4Cs
- Teachers
- Students

Digital Citizenship
- Teachers
- Students

Assessment

Assistive Technology

Access

Access at School
- Teachers
- Students

Access at Home
- Teachers
- Students

Skills

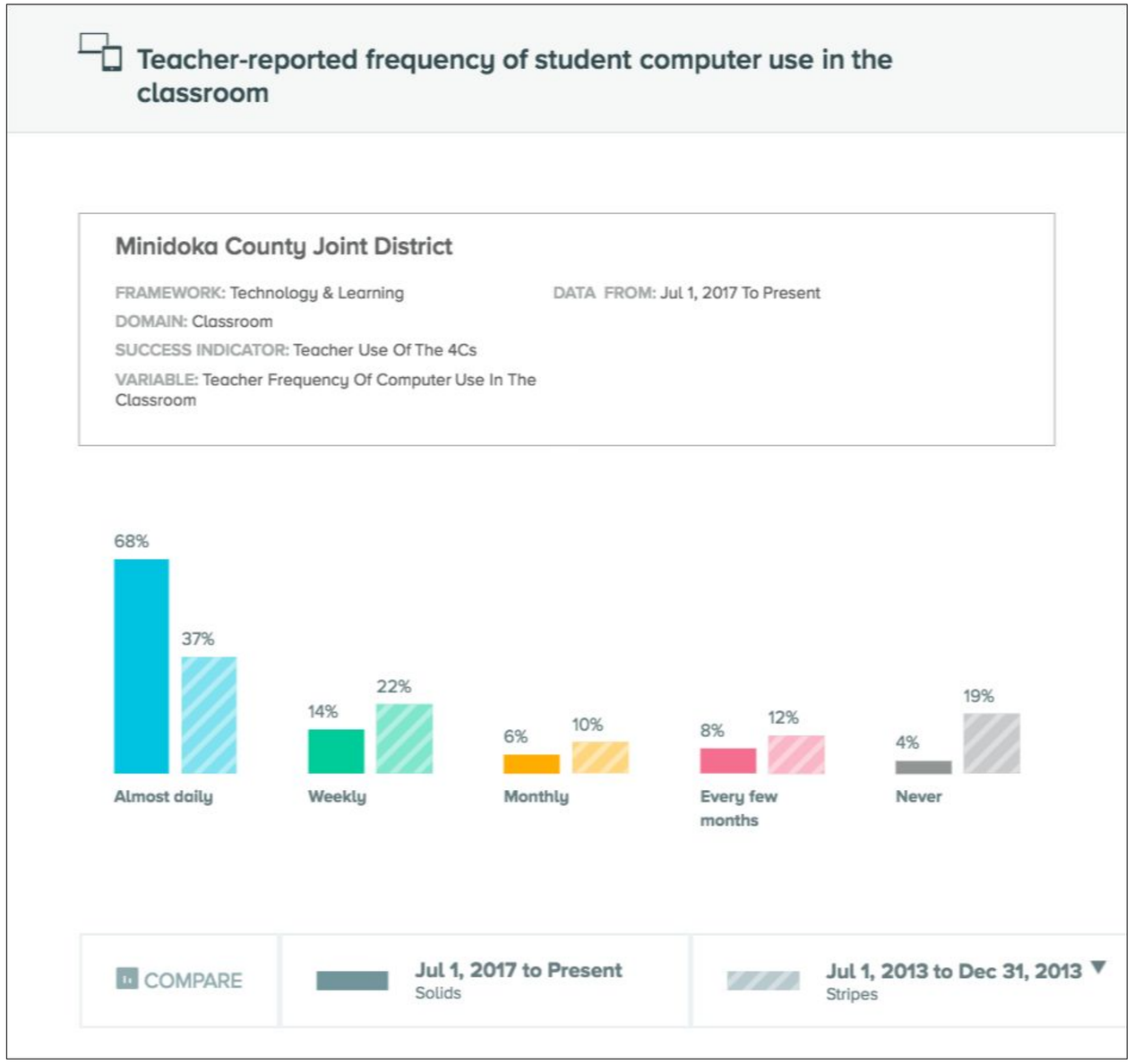
Foundational
- Teachers
- Students

Online
- Teachers
- Students

Multimedia
- Teachers
- Students

Environment

- The 3Ps
- Support
- Professional Learning
- Beliefs



Classroom Data

Student-reported frequency of computer use in the classroom

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Student Use Of The 4Cs
VARIABLE: Student Frequency Of Computer Use In The Classroom
DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: Almost daily, Weekly, Monthly, Every few months, Never

Elementary student-reported frequency of computer use in the classroom

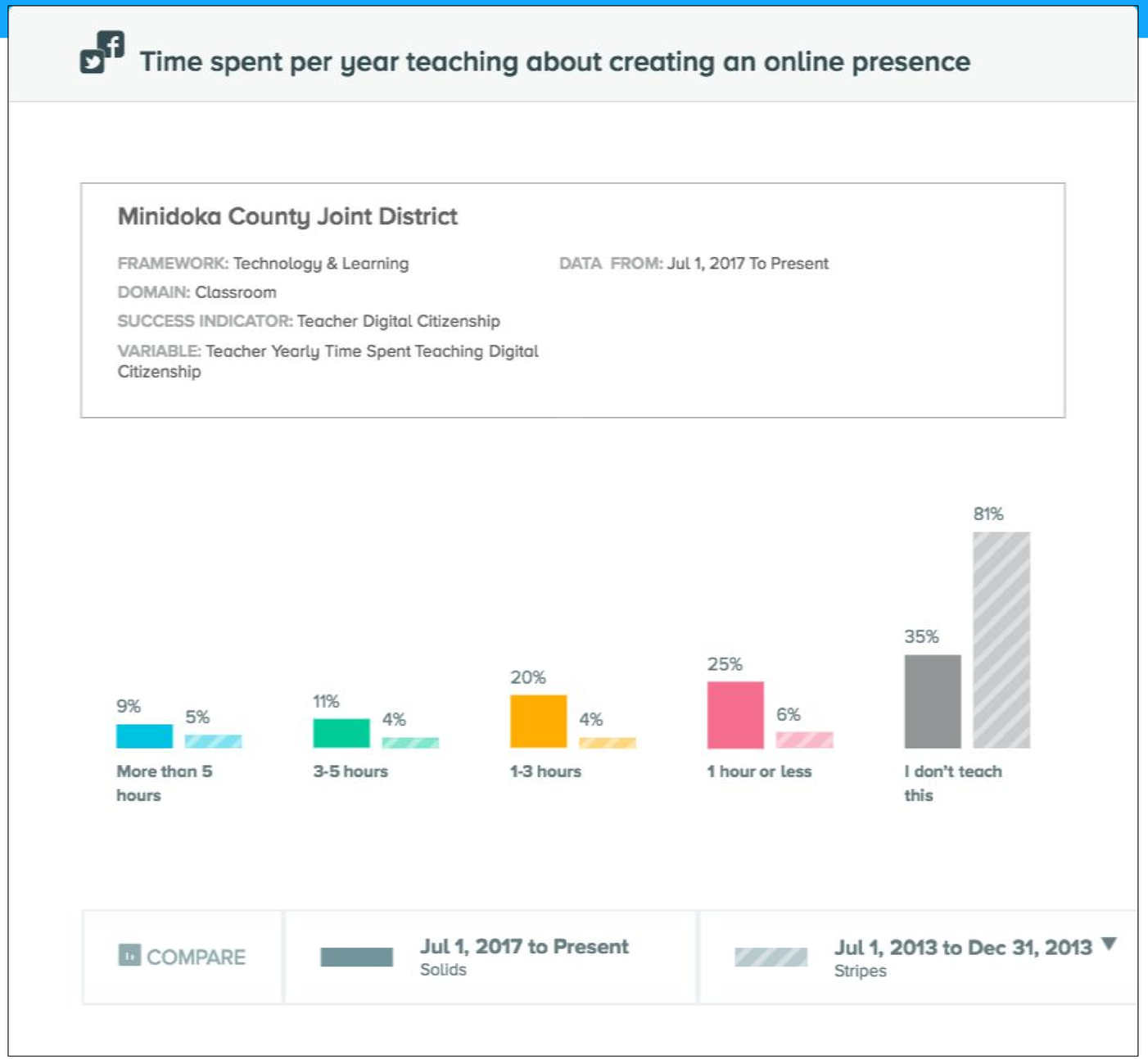
Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Student Use Of The 4Cs
VARIABLE: Elementary Student Frequency Of Computer Use In The Classroom
DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: Weekly, Monthly, Never

Digital Citizenship

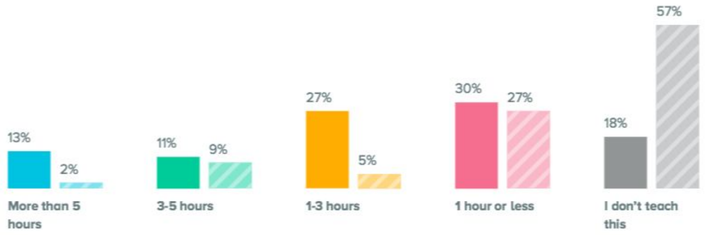
We have made large improvements in this area since 2013.



Time spent per year teaching about online safety

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Teacher Digital Citizenship
VARIABLE: Teacher Yearly Time Spent Teaching Digital Citizenship
DATA FROM: Jul 1, 2017 To Present



COMPARE
Jul 1, 2017 to Present
Solids
Jul 1, 2013 to Dec 31, 2013
Stripes

Why This Matters

Students who have access to the internet only "at school to retrieve specif c information from pre-approved websites" are at a disadvantage when compared to Web-conf dent children, compelling increased instruction and discussion about online safety and protection (Sharples et al., 2009).

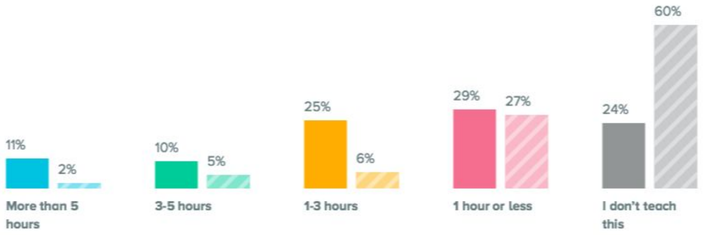
Citation

Sharples, M., Graber, R., Harrison, C., & Logan, K. (2009). E-safety and web 2.0 for children aged 11-16. *Journal of Computer Assisted Learning, 25,* 70-84.

Time spent per year teaching about prevention of cyberbullying

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Teacher Digital Citizenship
VARIABLE: Teacher Yearly Time Spent Teaching Digital Citizenship
DATA FROM: Jul 1, 2017 To Present



COMPARE
Jul 1, 2017 to Present
Solids
Jul 1, 2013 to Dec 31, 2013
Stripes

Why This Matters

Cyberbullying is preventable. Schools must take responsibility to create a culture of respect and tolerance among students as well as create and enforce a code of conduct related to appropriate technology use (Battista, 2013).

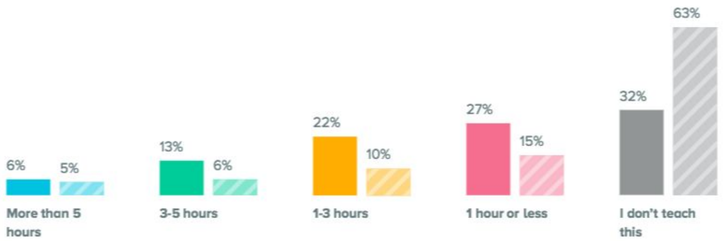
Citation

Battista, L. (2013). Cyberbullying—What schools can do about it. Kaplan University. Retrieved from http://www.kaplanuniversity.edu/arts-sciences/articles/cyberbullying-schools.aspx

Time spent per year teaching about legally using web content

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Teacher Digital Citizenship
VARIABLE: Teacher Yearly Time Spent Teaching Digital Citizenship
DATA FROM: Jul 1, 2017 To Present



COMPARE
Jul 1, 2017 to Present
Solids
Jul 1, 2013 to Dec 31, 2013
Stripes

Why This Matters

Teaching students about digital citizenship prepares students to be responsible global citizens and how to use technology strategically for this purpose (Ribble, 2012).

Citation

Ribble, M. (2012). Digital citizenship for educational change. *Kappa Delta Pi Record, 48,* 148-151.

Elementary students are taught how to act respectfully online

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Student Digital Citizenship
VARIABLE: Elementary Student Frequency Of Learning Digital Citizenship

DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: At least weekly, Monthly, Never

Why This Matters

Elementary students need ongoing exploration of what digital citizenship means, especially when personal devices are to be implemented in public settings (Crichton et al., 2012).

Citation

Crichton, S., Pegler, K., & White, D. (2012). Personal devices in public settings: Lessons learned from an iPod touch / iPad project. *The Electronic Journal of e-Learning, 10*(1), 23-31.

Students are taught how to act respectfully online

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Student Digital Citizenship
VARIABLE: Student Frequency Of Learning Digital Citizenship

DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: At least weekly, Monthly, Every few months, Never

Why This Matters

"Instead of restricting access, we should educate young people to participate [in the digital world] responsibly, ethically, and safely. Through proper use of social networking sites, students learn social media etiquette and cultivate their digital citizenship" (Wang et al., 2013).

Citation

Wang, S., Hsu, H., & Green, S. (2013). Using social networking sites to facilitate teaching and learning in the science classroom. *Science Scope, 36*(7), 74-80.

Support

Teachers report that the quality of support for instructional technology planning is

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Support
VARIABLE: Quality Of Technology Support Services At School
DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: Excellent, Above average, Average, Below average, Poor, None

Teachers feel rewarded for integrating technology into teaching

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: The 3 Ps: Policies, Procedures, And Practices
VARIABLE: Teacher Frequency Of Technology Discussions
DATA FROM: Jul 1, 2017 To Present

COMPARE | Jul 1, 2017 to Present (Solids) | Jul 1, 2013 to Dec 31, 2013 (Stripes)

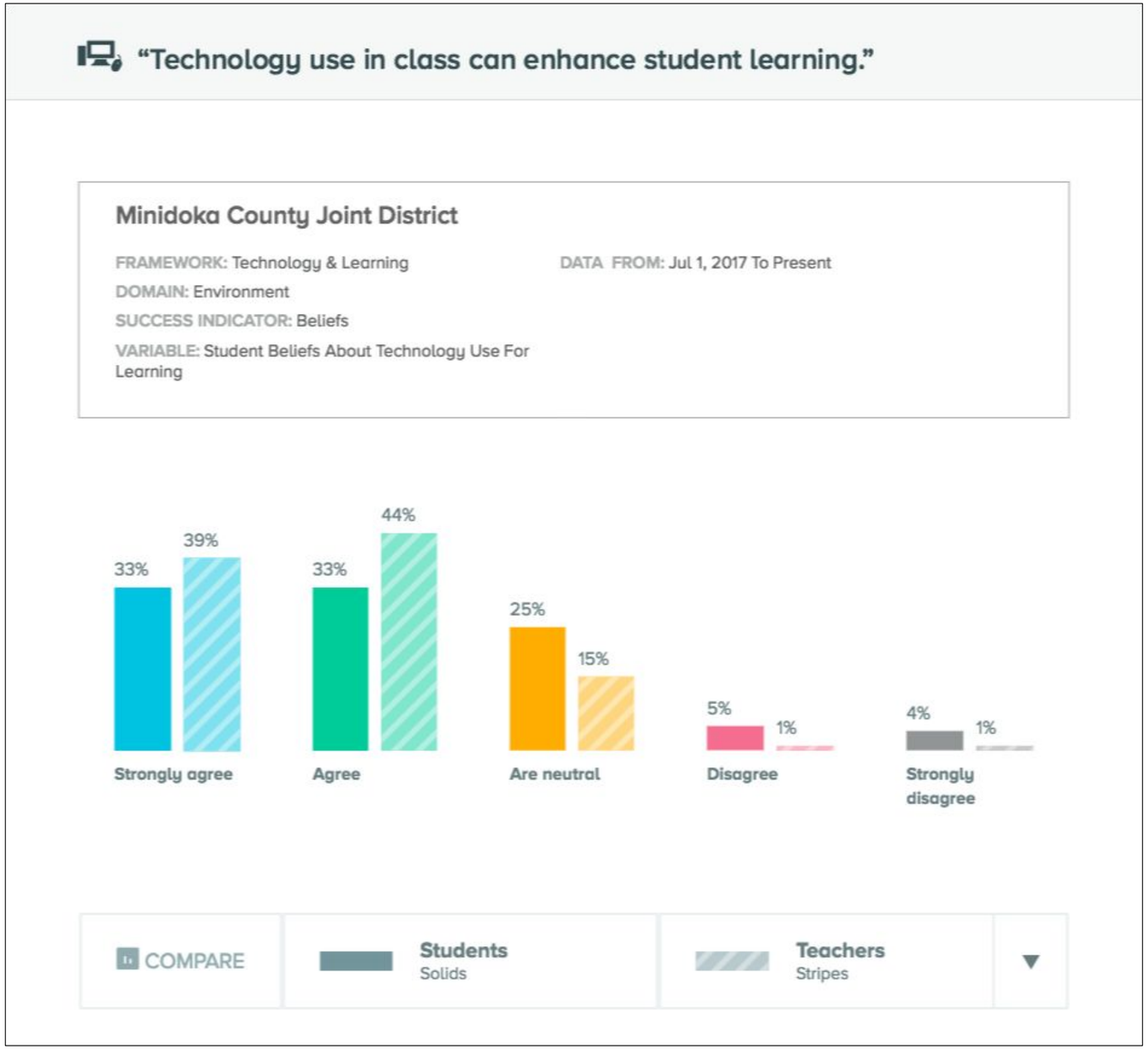
Teachers report that the quality of support for problems disrupting instruction is

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Support
VARIABLE: Quality Of Technology Support Services At School
DATA FROM: Jul 1, 2017 To Present

COMPARE | Schools Change | Responses: Excellent, Above average, Average, Below average, Poor, None

Beliefs

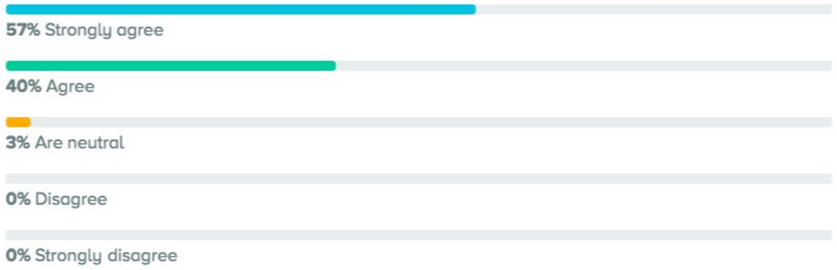

"Technology use in class can enhance student learning."
Minidoka County Joint District
FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Beliefs
VARIABLE: Student Beliefs About Technology Use For Learning
DATA FROM: Jul 1, 2017 To Present
33%
39%
33%
44%
25%
15%
5%
1%
4%
1%
Strongly agree
Agree
Are neutral
Disagree
Strongly disagree
COMPARE
Students
Solids
Teachers
Stripes

“My school encourages technology use for teaching and learning.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Beliefs
VARIABLE: Teacher Beliefs About Technology Use For Learning

DATA FROM: Jul 1, 2017 To Present

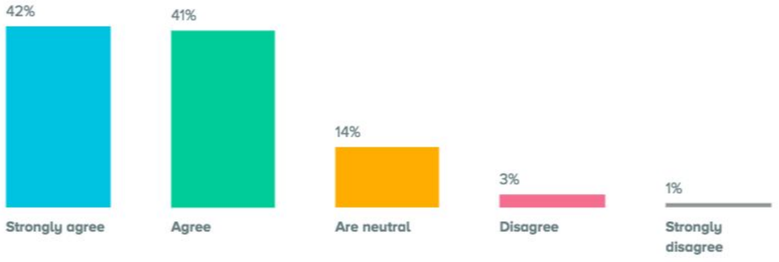


“I want to learn more about ef ective technology use for teaching and learning.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Beliefs
VARIABLE: Teacher Beliefs About Technology Use For Learning

DATA FROM: Jul 1, 2017 To Present

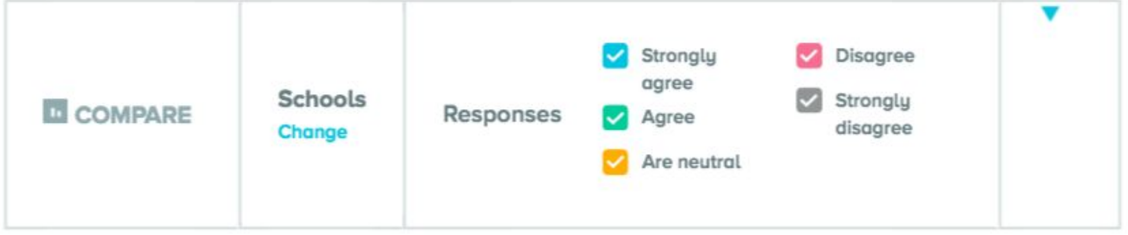


“I feel conf dent managing a classroom where students are using technology.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESS INDICATOR: Beliefs
VARIABLE: Teacher Beliefs About Technology In Education

DATA FROM: Jul 1, 2017 To Present



2

Professional Development

Technology Professional Development

Integration Specialists

Each building has an integration specialist that provides support and training to staff in their building.

Monthly Tech Meetings

Each school has been asked to have a 30 minute technology training on a monthly basis.

PowerUP

PowerUp, a technology focused PD day for all staff was held November 14 at Minico.

Cohort

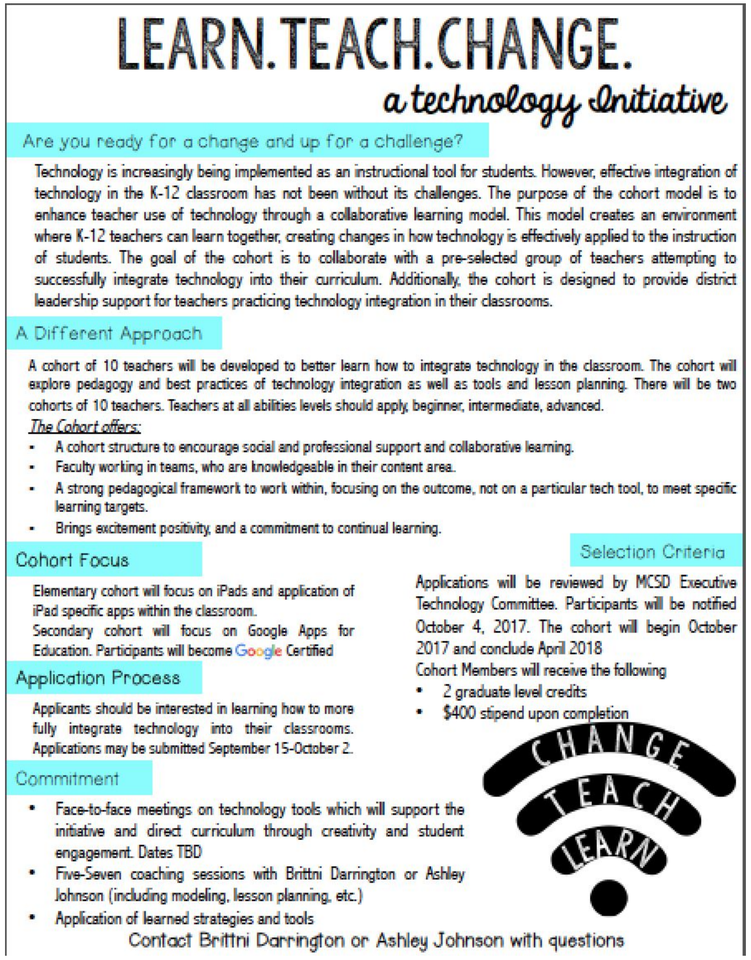
Twenty-nine teachers are part of the technology cohorts where they learn to better integrate technology.

Technology Integration Coaching

Brittni Darrington is available to coach secondary teachers in integrating technology in their classrooms. Ashley supports elementary.

Learn.Teach.Change

- Goal is to learn how to better integrate technology
- Elementary and secondary specific groups
- 39 applicants, 29 selected to participate
- Secondary Cohort will become Google Certified
- Participants will participate in 5-7 coaching sessions
- Face to Face Meetings, Assignments



LEARN.TEACH.CHANGE.

a technology Initiative

Are you ready for a change and up for a challenge?

Technology is increasingly being implemented as an instructional tool for students. However, effective integration of technology in the K-12 classroom has not been without its challenges. The purpose of the cohort model is to enhance teacher use of technology through a collaborative learning model. This model creates an environment where K-12 teachers can learn together, creating changes in how technology is effectively applied to the instruction of students. The goal of the cohort is to collaborate with a pre-selected group of teachers attempting to successfully integrate technology into their curriculum. Additionally, the cohort is designed to provide district leadership support for teachers practicing technology integration in their classrooms.

A Different Approach

A cohort of 10 teachers will be developed to better learn how to integrate technology in the classroom. The cohort will explore pedagogy and best practices of technology integration as well as tools and lesson planning. There will be two cohorts of 10 teachers. Teachers at all abilities levels should apply, beginner, intermediate, advanced.

The Cohort offers:

- A cohort structure to encourage social and professional support and collaborative learning.
- Faculty working in teams, who are knowledgeable in their content area.
- A strong pedagogical framework to work within, focusing on the outcome, not on a particular tech tool, to meet specific learning targets.
- Brings excitement positivity, and a commitment to continual learning.

Cohort Focus

Elementary cohort will focus on iPads and application of iPad specific apps within the classroom.
Secondary cohort will focus on Google Apps for Education. Participants will become Google Certified

Application Process

Applicants should be interested in learning how to more fully integrate technology into their classrooms. Applications may be submitted September 15-October 2.

Selection Criteria

Applications will be reviewed by MCSD Executive Technology Committee. Participants will be notified October 4, 2017. The cohort will begin October 2017 and conclude April 2018

Cohort Members will receive the following

- 2 graduate level credits
- $400 stipend upon completion

Commitment

- Face-to-face meetings on technology tools which will support the initiative and direct curriculum through creativity and student engagement. Dates TBD
- Five-Seven coaching sessions with Brittni Darrington or Ashley Johnson (including modeling, lesson planning, etc.)
- Application of learned strategies and tools

Contact Brittni Darrington or Ashley Johnson with questions

Minidoka County School District
Technology Integration Plan
2017-2018

District Level

- Student Boot Camp- (orientation day) - August 2018
- New Teacher Mentoring Training-technology and devices
- Content-specific mobile groups for all teachers- FaceBook
    - Collection of ideas and resources for integrating technology for all teachers.
- Troubleshooting Tips
- Kyte Learning
- PowerUp-District Technology PD Day- November 14, 2017
- Cohort Groups - Learn.Teach.Change

Integration Specialists

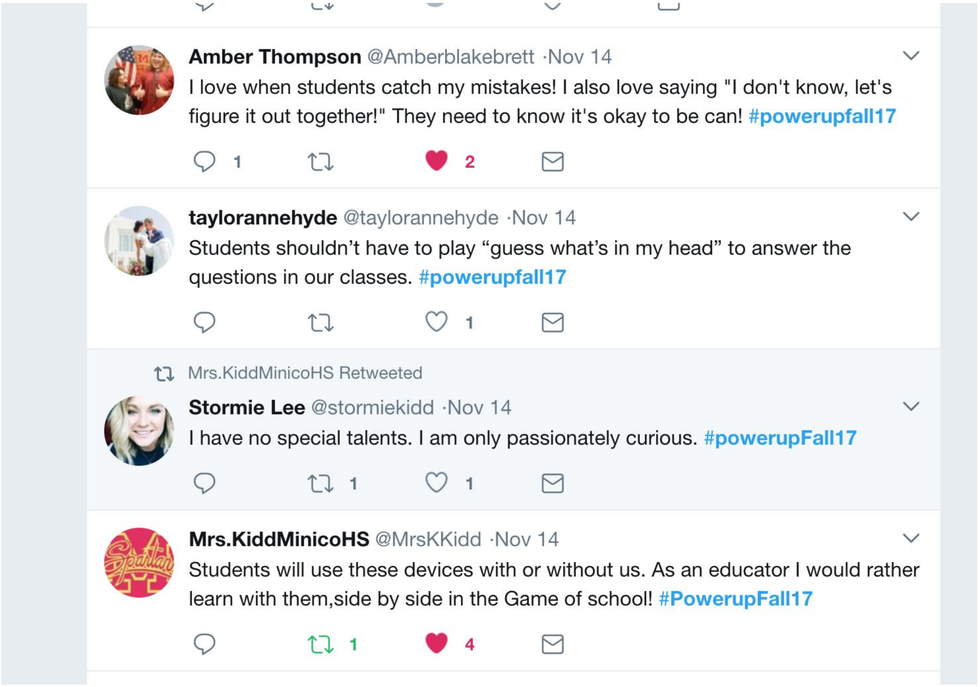
- Google Certification (Summer 2017)
- August Integration Specialist Meeting
- Monthly District Integration Specialist Meetings
    - Topics to cover (assigned in August)
    - Focus on how to use with content
- Shared Folder with ideas, links, examples, etc.
- Monthly Newsletter for integration specialists
- Technology Integration Coach, Director of Student Achievement assist in school as needed
- Trainings, Conferences, etc.

Building Level

- Training on Managing Devices
- New Teacher Mentoring
- Monthly Building Technology Newsletter (Technology Tips)
- Monthly 30-45 minute technology specific meeting
- Kyte Learning
    - Assign lessons, incorporate into training

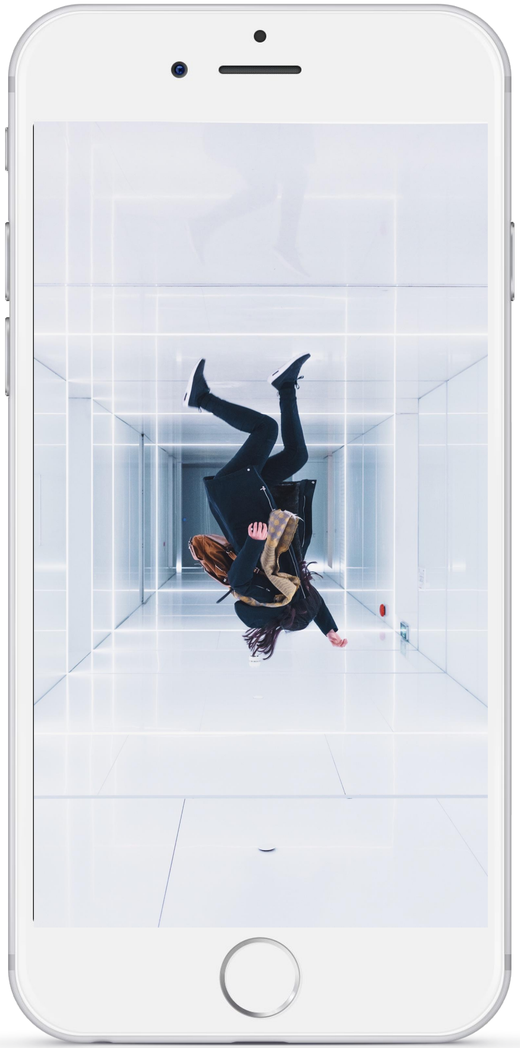
Technology Integration Specialists

- November 14, 2017
- 64 sessions for teachers to choose from
- Experts outside the district
- Many experts from the district



3

Technology Integration



Brittni Darrington

Technology Integration Coach

Secondary Schools

- Met with 40 teachers
- Freshman & Sophomore Devices
- Minico PD
- PowerUP
- Secondary Cohort
- Communication with Tech Department
- Imaging Laptops
- Google Certification

4

Devices

5,145

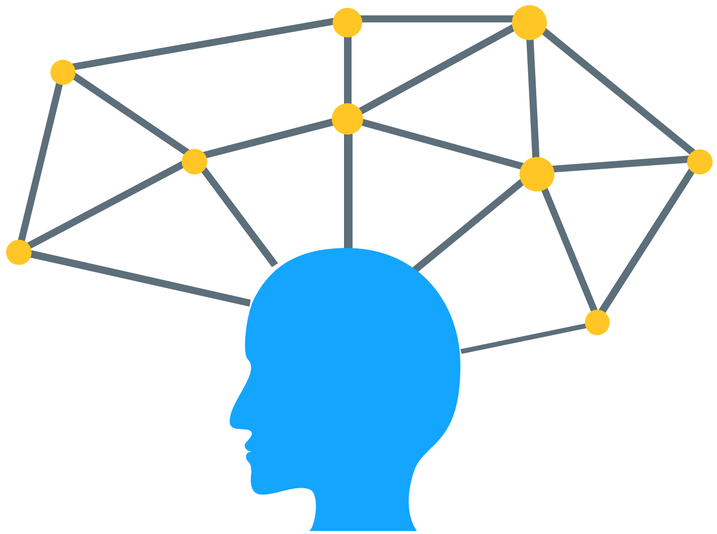
Student Devices

	Acequia		Heyburn		Paul		Rupert		otal Learning Cent		East Minico		West Minico		Harrison High Sc		Minico High Schoc		Total	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Student iPads	218	343	329	554	524	552	600	690	81	80	60	116	103	133	18	18	60	115	1993	2601
Lab Computers	60	59	60	61	61	61	88	90	15	15	102	106	91	91	52	54	285	295	814	832
Classroom Computers	15	7	40	11	6	6	66	20	0	0	30	25	15	16	4	4	70	70	246	159
Student Laptops								30	30	30	150	285	150	255	110	110	300	600	740	1310
Chromebooks							90	90			3	3	42	60			60	90	195	243
Total	293	409	429	626	591	619	844	920	126	125	345	535	401	555	184	186	775	1170	**3988**	**5145**

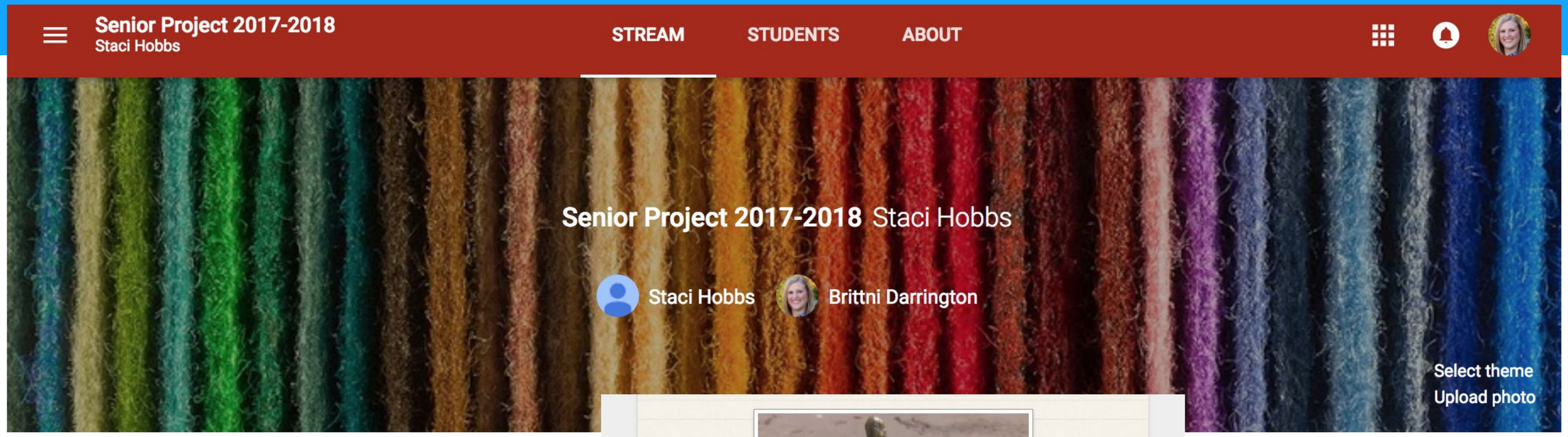
2017-2018	9th grade	Freshman Laptops	
	5th grade (336) -12 classes 6th grade (333)	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		1 set devices- TLC (15 iPads)	
		TOTAL	**$218,000**
	Staff Devices	33-Staff Devices	$15,000
		GRAND TOTAL	**$233,000**
2018-2019	9th grade	Freshman Laptops	
	4th grade -12 classes 7th grade	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		Set Devices-MHHS (30 iPads)	
		TOTAL	**$222,000**
	Staff Devices	22-Staff Devices	**$11,000**
		GRAND TOTAL	**$233,000**
2019-2020	9th grade	Freshman Laptops	
	3rd grade -12 classes 8th grade	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		1 set devices- TLC (15 iPads)	
		TOTAL	**$218,000**
	Staff Devices	33-Staff Devices	$15,000
		GRAND TOTAL	**$233,000**

Student Technology Funds

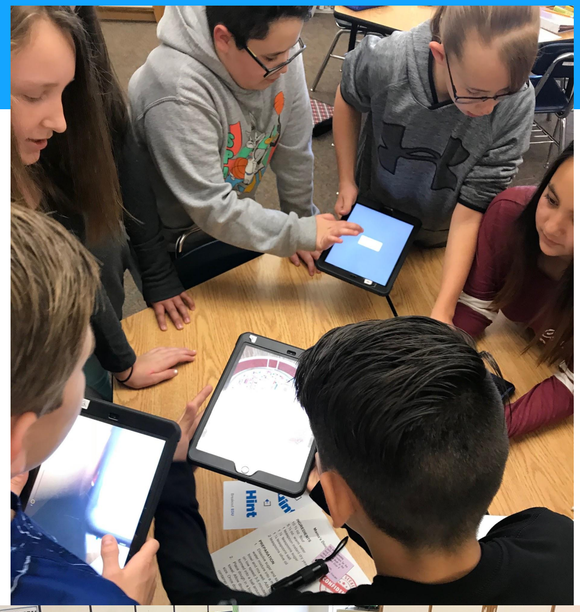
- Rotation Schedule for devices
- 9th grade devices
- Replacement-5th grade devices
- Middle School-4 carts East/West
- Mt. Harrison Jr. High-Replacement 1 set iPads
- Redistributed iPads throughout the district
  - Paul 1:1
  - Rupert 1:1 (Except Kindergarten)
  - Heyburn 1:1 (Except Kindergarten)
  - Acequia 1:1 grades 2-5



Successes



- Senior Projects
- Wider Use of Google Classroom
- Portfolios
- Minico Team Drive



Breakout EDU

Teacher Share Out!

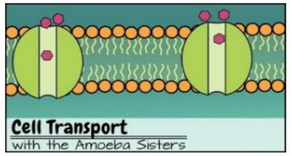
BRANDI MILLIRON

1. PADLET

First, students used to Padlet to sign up in their groups.

2. EDPUZZLE

Then, students had to research the cell process on EDpuzzles. Brandi customized the content for students to use.

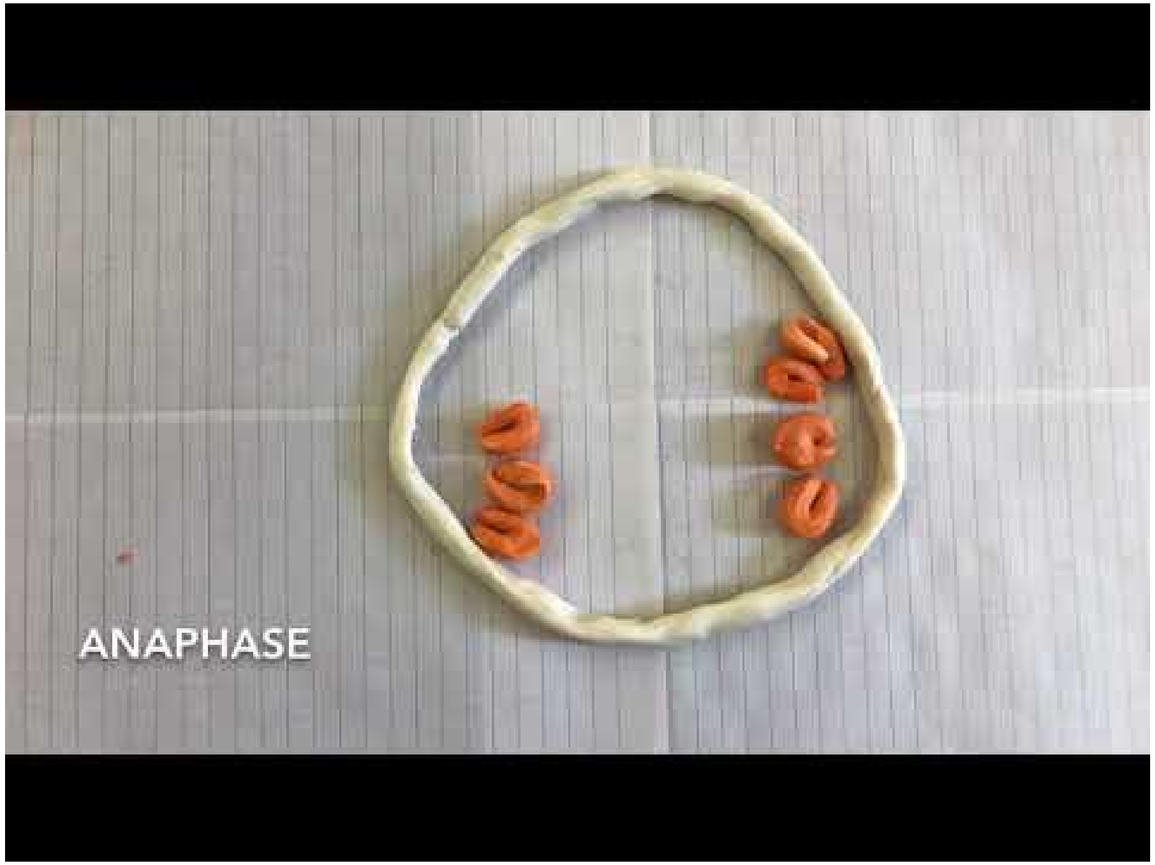


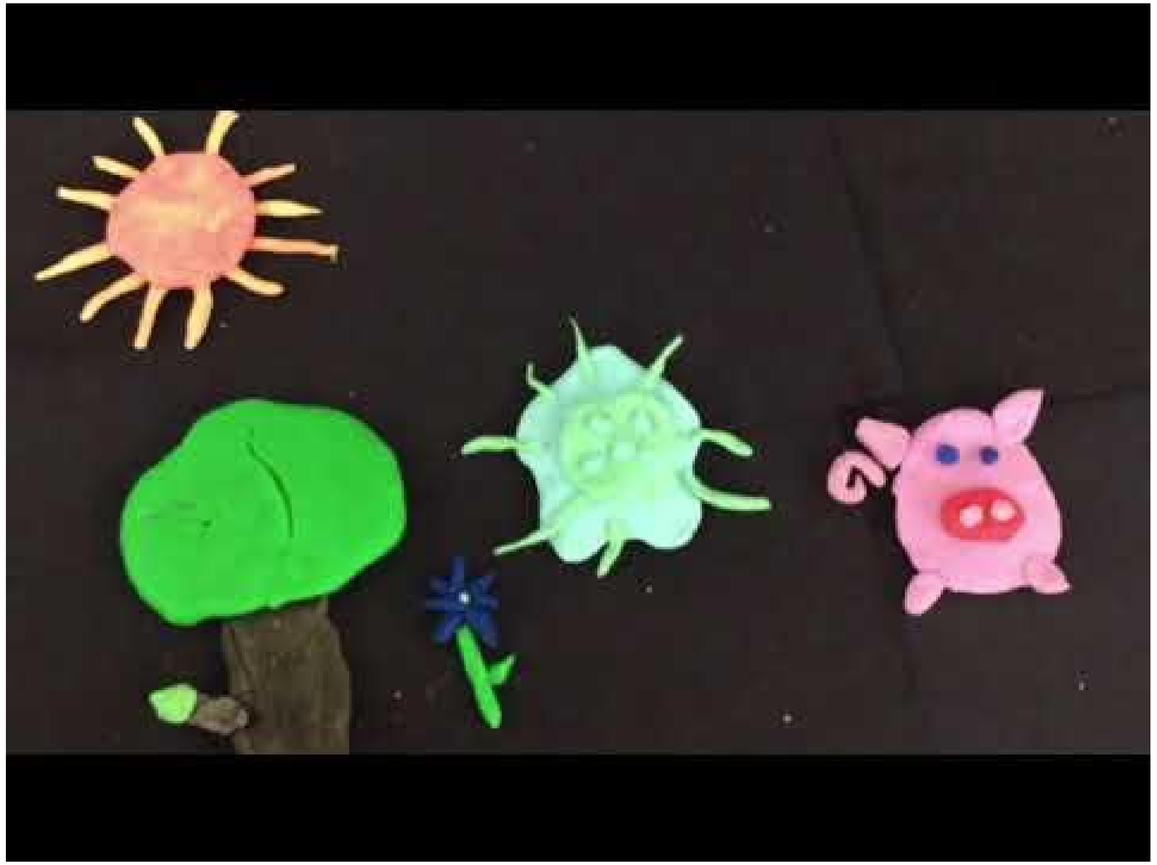
EDpuzzle Assignment edpuzzle.com

Make any video your lesson

3. STOP MOTION VIDEOS

Finally, students then created stop motion videos on what they learned.


ANAPHASE



HyperDocs

Figurative Language Hyperdoc for 7th grade

By Mrs. Broadhead/Mrs. Saurey

1

Engage

2

Figurative language is everywhere. In movies-

3

In songs-

Watch the following link:

https://edpuzzle.com/media/5a256ab3566a024144440dbc

4

And, of course, in your books-

5

Explore

6

Now it's your turn.

Using your books, favorite songs and movies, attach three examples of figurative language found in them. You can attach videos, lyrics, and quotes from your books. Refer back to your definitions if you need help.

7

Example 1

Title of movie:

Example/link:

8

Example 2

Title of song:

Artist:

Example/Link:

9

Example 3

Title of Book:

Author:

Example:

Explain

Time to look closer.

Using the narrative "A Pink Christmas", you will identify examples of figurative language being used to help form a picture in the readers' minds.

Highlight any examples of alliteration in red.

Highlight any examples of imagery in purple.

HIghlight any examples of similes in yellow.

HIghlight any examples of hyperboles in green.

Highlight any examples of onomatopoeias in blue.

Highlight any examples of idioms in orange.

Highlight any examples of personification in pink.

Highlight the paradox in the poem in grey.

A Pink Christmas

13

A Pink Christmas Cont.

14

A Pink Christmas Cont.

15

Elaborate

Quizizz: take some practice quizzes using quizizz

GAME CODE
757264

Ask your students to join game with this code at https://join.quizizz.com

GAME CODE
237938

Ask your students to join game with this code at https://join.quizizz.com

Quizlet: practice the terms using the link below

Evaluate

Time To Write

You are now ready to put your knowledge of figurative language to practice. We would like you to write a story, either a personal narrative about something you did over Christmas break or a creative narrative that could be read to elementary students. You must include no less than seven examples of figurative language in your story. Please underline your examples for us. There must be at least five different types of figurative language; don't use all the same type. Have fun! That's what figurative language is for!

Extend

World War 1 Hyperdoc

Explore	Your Task
Crash Course Part 1 Crash Course Part 2 Causes of WWI	Watch the following videos
Explain	**Your Task**
The causes of WWI and the weapons of WWI	1. Click on the following Causes of WWI and read 2. Complete the graphic organizer:

Causes of World War I

Summarize the causes of the war in 3 to 4 complete sentences

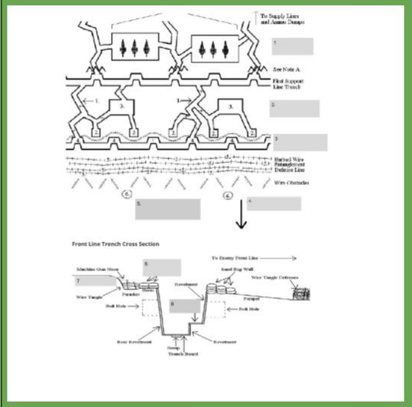
Cause	Summary
Alliances	
Imperialism	
Militarism	
Nationalism	

3. Click on the following Weapons of WWI and read
4. Complete the graphic organizer:

Weapons of World War I

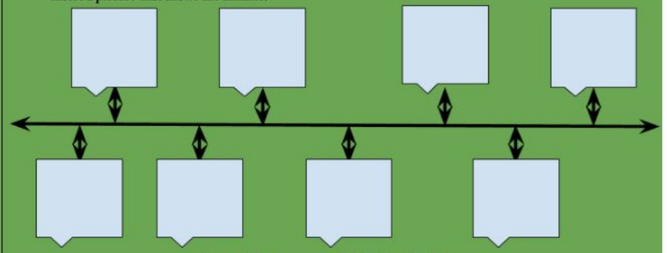
For each weapon take a screenshot of the weapon and attach it in the picture collom. The summarize the weapon in 2-3 sentences

Weapon	Picture	Summary
Rifle		
Machine Gun		
Gas		



1.
2.
3.
4.
5.
6.

Create	Your Task
Create a timeline about the different alliances that were formed before the start of WWI and analyze the diagrams of the trench warfare during WWI	1. Click on the following Alliances Pre WWI and read about the alliances 2. Write the date and the alliance that was formed prior to WWI in each textbox. The for each date find and insert a picture that shows the alliance.



Ipad and Iphone users attach to the dates below

1879

1881

1882

1894

Boe Rushton

Thanks!

Any questions?