From: Susan Sabella, Early Field Experiences Coordinator at PSU
To: Jeremy Hillger, Principal of Sandwich Central School
Date: January 14, 2018

RE: Professional Learning and Collaboration in Support of Personal Competencies

Below please find an outline of the action steps to support professional learning and collaboration at SCS. A schedule has also been included to provide a consistent and transparent structure.

**ACTION STEPS**

**Professor Sabella will select tools that support purposeful integration of technology.**
- *Book Creator* and *DoInk Animation & Drawing* were selected to support the development of communication skills during ELA and Genius Hour.
- These two apps also offer a variety of features that provide opportunities for differentiated support and accessibility.
- *DoInk Animation and Drawing* can be app-smashed into *Book Creator* to mirror the progression of digital tool expectations outlined in the ELA Common Core Standards.
- The digital media products (e-books and video) that are created using these tools can be shared digitally; i.e. The Sandwich Senior Center.

**Teacher candidates will become active members of the SCS school community.**
- Candidates will participate in Morning Meeting in the multi-age classrooms.
- With hands-on support from Professor Sabella, candidates will integrate technology into the ELA block in the multi-age classrooms.
- Teacher candidates will work one-on-one to support students with RtI fluency goals related to DIBELS data.
- Teacher candidates will support meaning-making through discourse during science and Genius Hour.

**SCS administration and faculty will participate in a sustainable model for professional learning.**
- Professional Learning will be embedded within the experience. As the teacher candidates work with SCS students, classroom teachers will be able to explore the tools and applications alongside their students.
- When available, Mr. Hillger will join Professor Sabella and the teacher candidates as they work collaboratively to design and implement technology integration.
- Professor Sabella will ensure that each learning experience is connected to a grade-appropriate Personal Competency and the supporting CCSS. A shared digital space will be used to provide access to these OERs (Open Educational Resources).
• Towards the end of this collaborative project, a multi-age "Tech Squad" will be established to provide in-house tech support for Book Creator and DoInk Animation and Drawing. At the end of each year, these students can then train the next "Tech Squad".

**Most importantly, SCS students will effectively use communication skills and technology tools to share their thinking, their creative projects, and their engineering solutions within the school community and with the larger community.**

• By the end of Grade 3, students will be able to use technology to create and publish writing that includes engaging audio recordings and visual displays that enhance the information presented.
• By the end of Grade 6, students will be able to use technology to construct explanations using multi-media components, including animated simulations, to describe a scientific principle or design solution.

**Please see targeted standards below:**

<table>
<thead>
<tr>
<th>K/1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
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<tr>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td></td>
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</tbody>
</table>

http://www.corestandards.org/ELA-Literacy/

| **PRESENTATION OF KNOWLEDGE AND IDEAS** | | |
| Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |

http://www.corestandards.org/ELA-Literacy/

| **CREATIVE COMMUNICATOR** | | |
| Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. | 6b Students create original works or responsibly repurpose or remix digital resources into new creations. | https://www.iste.org/standards/for-students |

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**PRESENTATION OF KNOWLEDGE AND IDEAS**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

http://www.corestandards.org/ELA-Literacy/

**SCIENCE AND ENGINEERING PRACTICES**

Scientist and engineers must be able to communicate clearly and persuasively the ideas and methods they generate.
- Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Construct an explanation using models or representations.

NGSS Science and Engineering Practices

**CREATIVE COMMUNICATOR**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

https://www.iste.org/standards/for-students

**ISTE STANDARDS THAT SUPPORT PROFESSIONAL LEARNING AND COLLABORATION**

<table>
<thead>
<tr>
<th>Classroom Teachers and Teacher Candidates</th>
<th>Professor Sabella</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</td>
<td>Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation).</td>
</tr>
</tbody>
</table>

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf

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<table>
<thead>
<tr>
<th>Time</th>
<th>K-3</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Candidates will arrive at SCS and meet in our Common Area</td>
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</tr>
<tr>
<td>7:50</td>
<td>Morning Meeting in Primary and Middle Classrooms K/1: Hannah and Amanda 2/3: Danielle and Samantha</td>
<td>Morning Meeting in Upper Classroom 4/5: Autumn, Carolyn, Baily, and Courtney</td>
</tr>
<tr>
<td>8:20-9:20</td>
<td>ELA in Classrooms</td>
<td>Designing Technology Integration with Professor Sabella in the Common Area</td>
</tr>
<tr>
<td>9:25-10:15</td>
<td>Candidates support Science</td>
<td></td>
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<tr>
<td>10:20-11:20</td>
<td>Designing Technology Integration with Professor Sabella in the Common Area</td>
<td>ELA in Classrooms</td>
</tr>
<tr>
<td>11:25-12:00</td>
<td>Morning Debrief</td>
<td></td>
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<tr>
<td>12:05-12:35</td>
<td>Candidates attend recess and eat lunch with students</td>
<td></td>
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<tr>
<td>12:40-12:55</td>
<td>Eight SCS students who would benefit from extra fluency/prosody practice will read aloud to Candidates</td>
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<tr>
<td>1:00-1:35</td>
<td>Designing Technology Integration with Professor Sabella in the Common Area</td>
<td></td>
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<tr>
<td>1:40-2:40</td>
<td>Candidates support Genius Hour</td>
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</tbody>
</table>

**Allen, Courtney**
**Ryan, Baily**
**Bayor, Autumn**
**Hoey, Carolyn**
**Liardo, Samantha**
**McMenimen, Danielle**
**Mudough, Hannah**
**Pettrain, Amanda**

**Justin Chapman, Gr6**
**Heather Hoag, Gr4/5**
**Courtney Busnach, Gr2/3**
**Jennifer Petitti, Gr1/1**

**Susan Sabella, PSU**

**January 14, 2018**