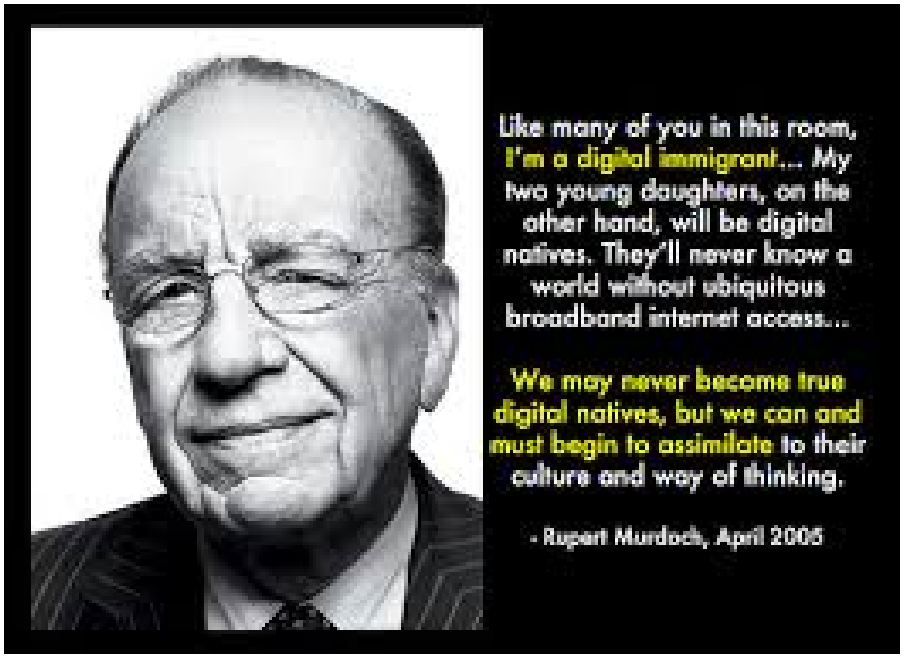
re.IMAGINE EDUCATION

iPrepMath

2013-2014 SUMMER INSTITUTE

DO YOU RECOGNIZE ME?
THE DIGITAL NATIVE

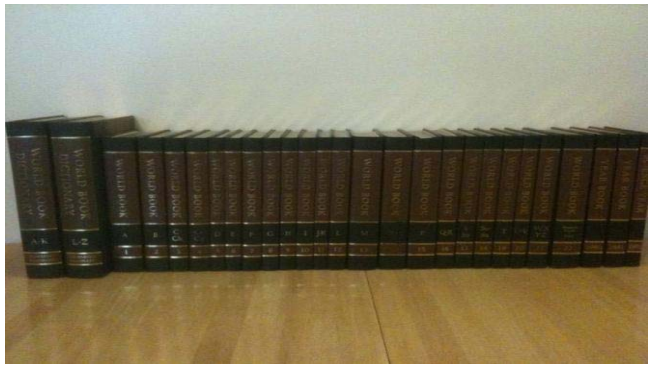
[The Digital Native Video]



"Students are more and more visually literate. They live in a world filled with technology and visual input."

- Patricia Nuñez,
Palm Springs Middle School

DIGITAL NATIVE OR DIGITAL IMMIGRANT



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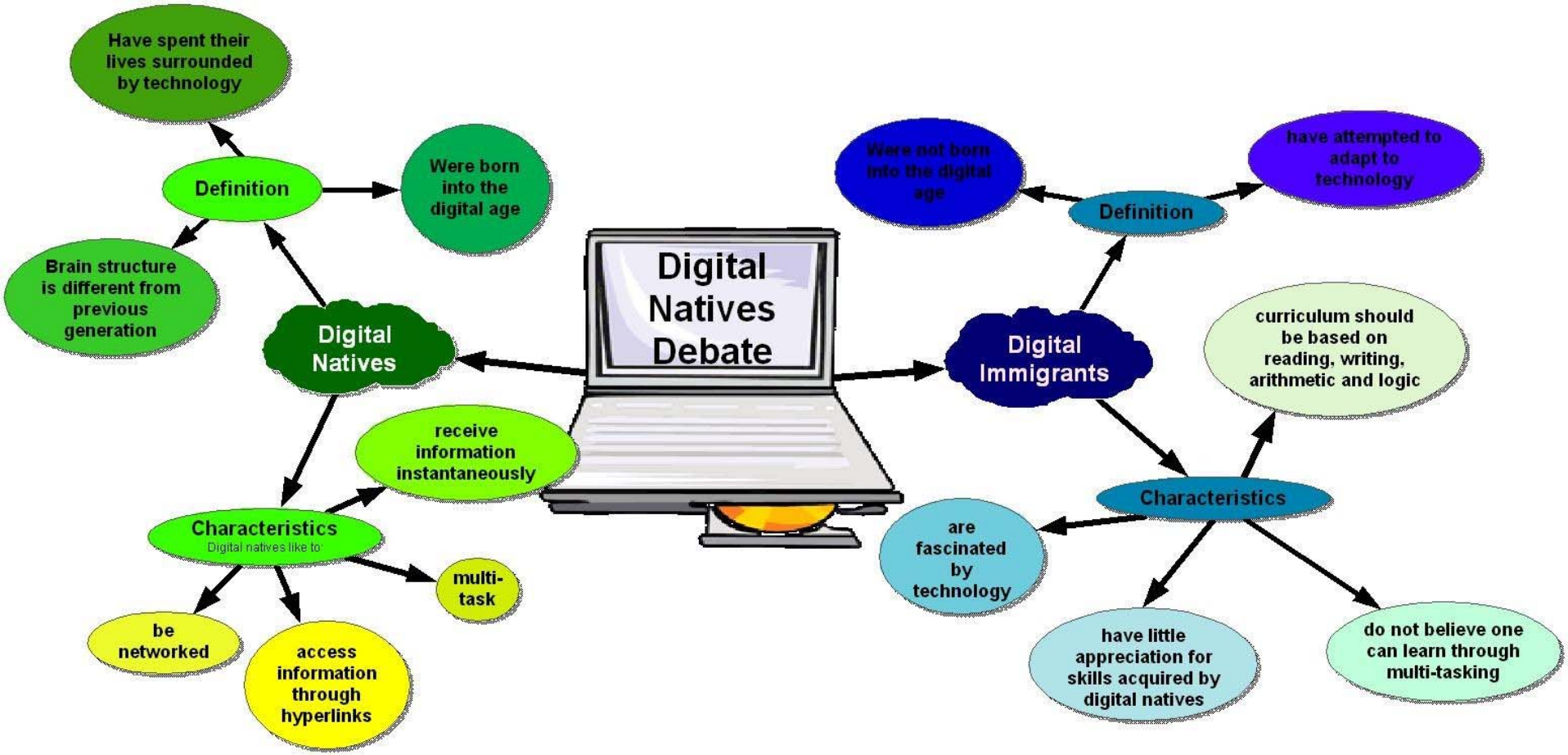


iPrepmath MODEL

- 21st century personalized and blended learning environment
- 49 traditional middle schools
- Approximately 11,800 middle school students across Miami-Dade County Public Schools in grades 6, 7, and 8
- Choice-driven program with voluntary participation of schools, teachers, and students
- Doors open in the fall of 2013-2014
- Curriculum aligned with the goals of the Common Core State Standards in Mathematics (CCSSM) with a blended curriculum for year one of NGSSS and CCSSM
- Wrap-around services provided to students through academic and behavioral counseling programs
- College and career preparation skills provided by ConnectEDU to all students in the school
- Model implementation fidelity monitored through External Evaluators

49 TRADITIONAL MIDDLE SCHOOLS

- ✓All middle schools with grades 6 -8 configuration
- ✓No K-8 Centers
- ✓No 6-12 Centers
- ✓240 students per school
- ✓60 students per period (4 teaching periods/2 planning periods)
- ✓2 Full-time teachers
- ✓1 Part-time certified math teacher working four hours a day/20 hours a week
- ✓Extra teaching period supplement for each full-time teacher

"iPrep.Math integrates technology into the classroom so that the educational experience more closely resembles the real world."

– Frankie Hurlburt, Palmetto Middle School

RE-IMAGINE CLASSROOMS

Learning Hubs

Re-imagine YOUR Classroom

RE-IMAGINE LEARNING

Small Group Intervention

Project-based Activities

Student Collaboration

Adaptive Software

Student-Centered teaching

INDIVIDUAL STUDENT LEARNING

COMPLEX PROBLEM SOLVING

Reflex
reflexmath.com

Carnegie Learning

RE-IMAGINE TEACHING

"My philosophy of education is that I am a facilitator of knowledge. It is my job to provide a learning environment where all students will learn, succeed, and improve their level of achievement…"

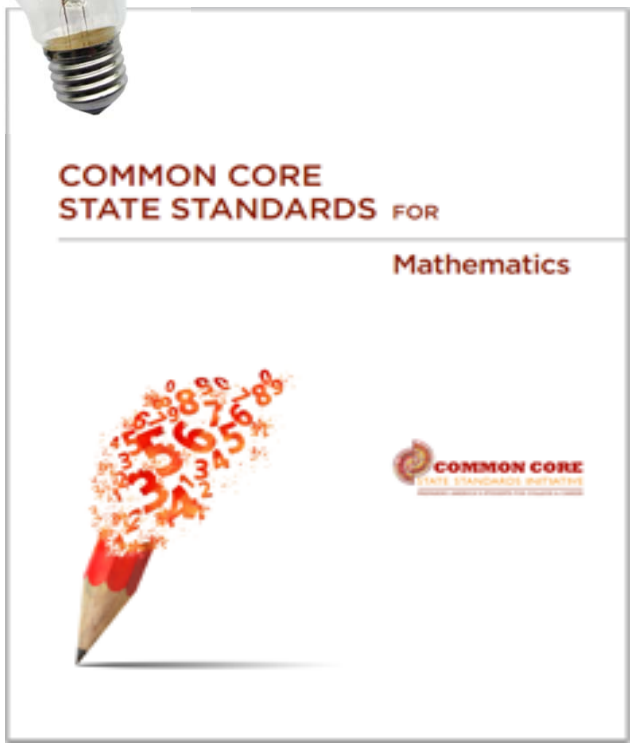
- Josefa Alfonso, Arvida Middle School

- Innovative instruction
- Student-centered learning
- Data-driven decision making
- Blended with online content
- Team teaching
- Common planning
- Extra planning time with compensation

RE-IMAGINE CLOSING ACHIEVEMENT GAPS

- Student access to Highly Effective and Effective Teachers
- Access to all students, regardless of mathematical abilities
- Differentiated learning through adaptive software technology
- Part-time interventionist to provide small group, explicit instruction
- Reflex software to increase math fluency
- Address behavioral and academic barriers through counseling services and outside resources
- Expose middle school students to college and career planning

RE-IMAGINE EVERY STUDENT PREPARED TO SUCCEED IN COLLEGE AND CAREERS



connectedu
EDUCATION and CAREER MANAGEMENT

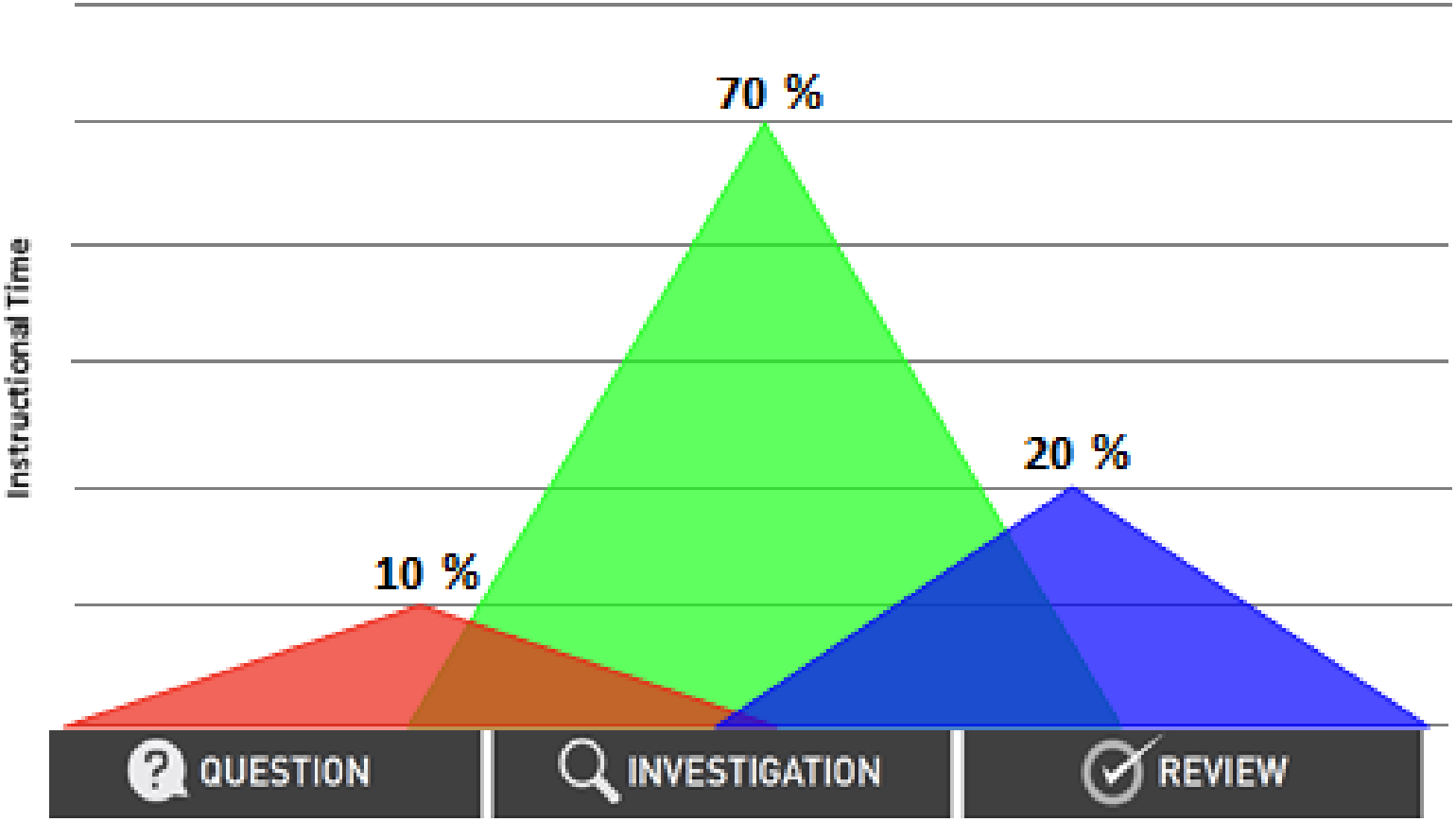
21ST CENTURY SKILLS

"DIGITAL TRENDS SHIFTING THE ROLE OF TEACHERS"

The 21st Century Learner Video

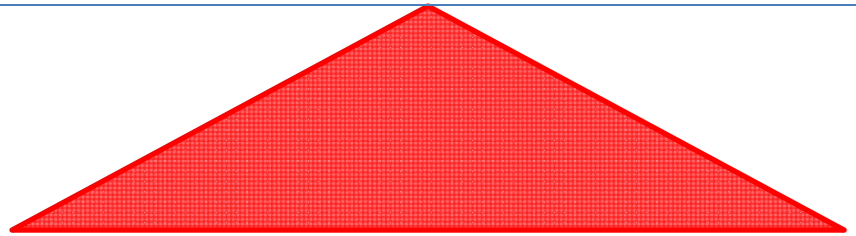
- **From teacher-centered to student-centered** "because when students have access to the same amount of information as a teacher, teaching has to change"
- From an "explainer-in-chief to more of an **orchestrator of learning**"
- **Masters of their content** where "the teachers who have been the most successful [in a digital classroom] didn't necessarily know anything about technology"
- **View "students as a team** and often rely on their expertise [in technology] to help fill in the gaps"
- **Help students** evaluate information to "help them figure out what's true, what's relevant, what's accurate" on the Internet
- **Create "a more complex learning environment**, because students can do much of their own work"
- **A connected educator** who is "comfortable with collaborative learning, social media, and sharing ideas online"

iPREP.MATH
INSTRUCTIONAL FRAMEWORK



INSTRUCTIONAL TIME

10%



QUESTION

- Driven by a relevant essential question.
- Aligned to the district's pacing guide and NGSSS/CCSS.
- Embedded in the module to guide student investigation.
- Generate interest by offering a creative grabber or hook using images, videos, music, etc.

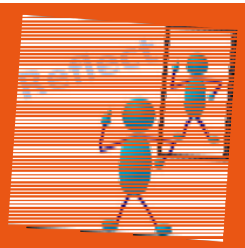
INSTRUCTIONAL TIME

70%

INVESTIGATION

- **Let the learning begin!** Students work individually or in collaborative groups to find answers online to the essential question and teacher selected, rigorous, real-world problems.
- Students take part in Project Based Learning (PBL) activities in order to demonstrate a deeper understanding of the content.
- Teachers are facilitators and "roaming conductors" available to guide students when needed.
- Students request a workshop with the teacher(s) in order to further personal or group understanding.

INSTRUCTIONAL TIME

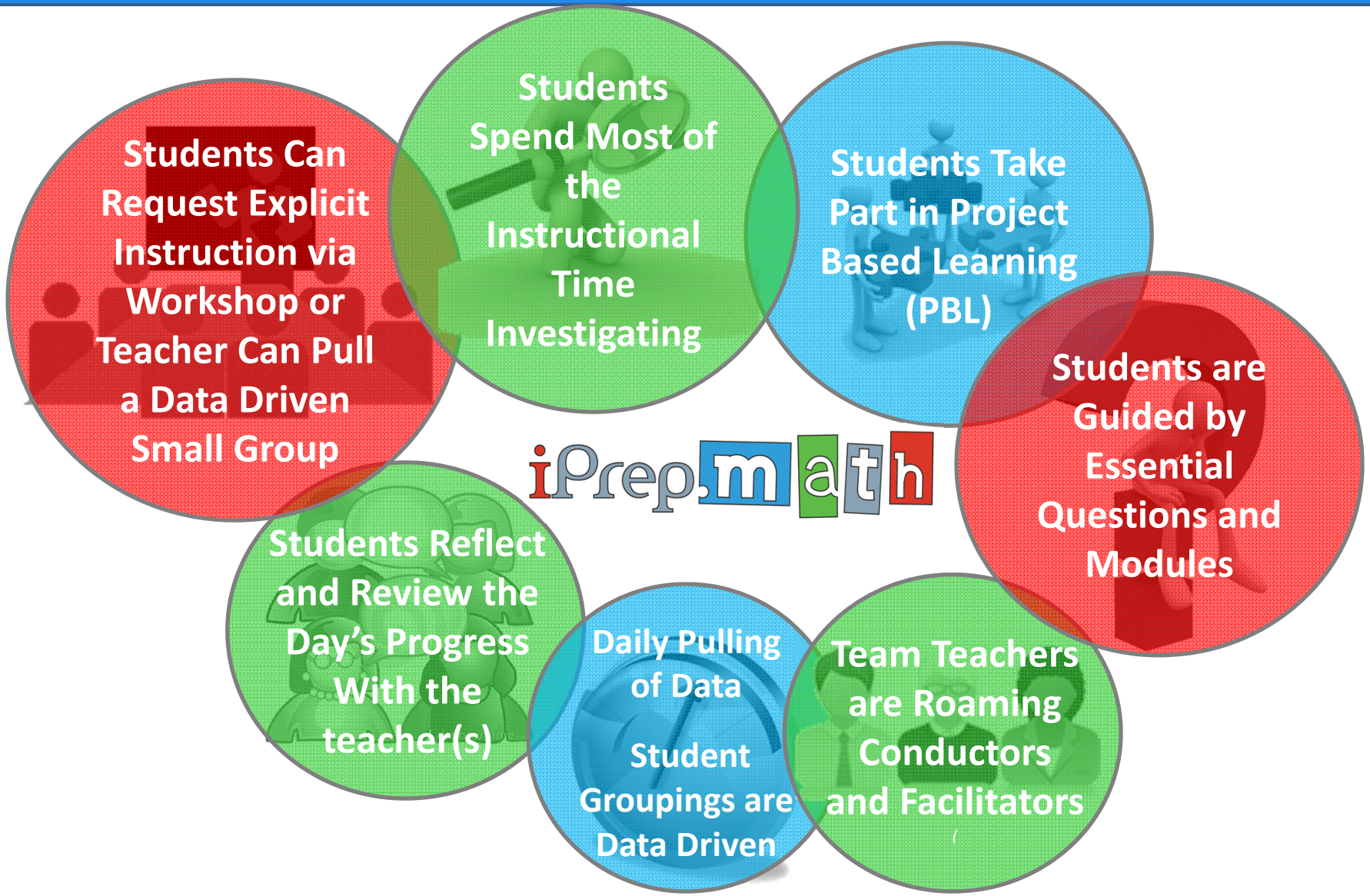


20%

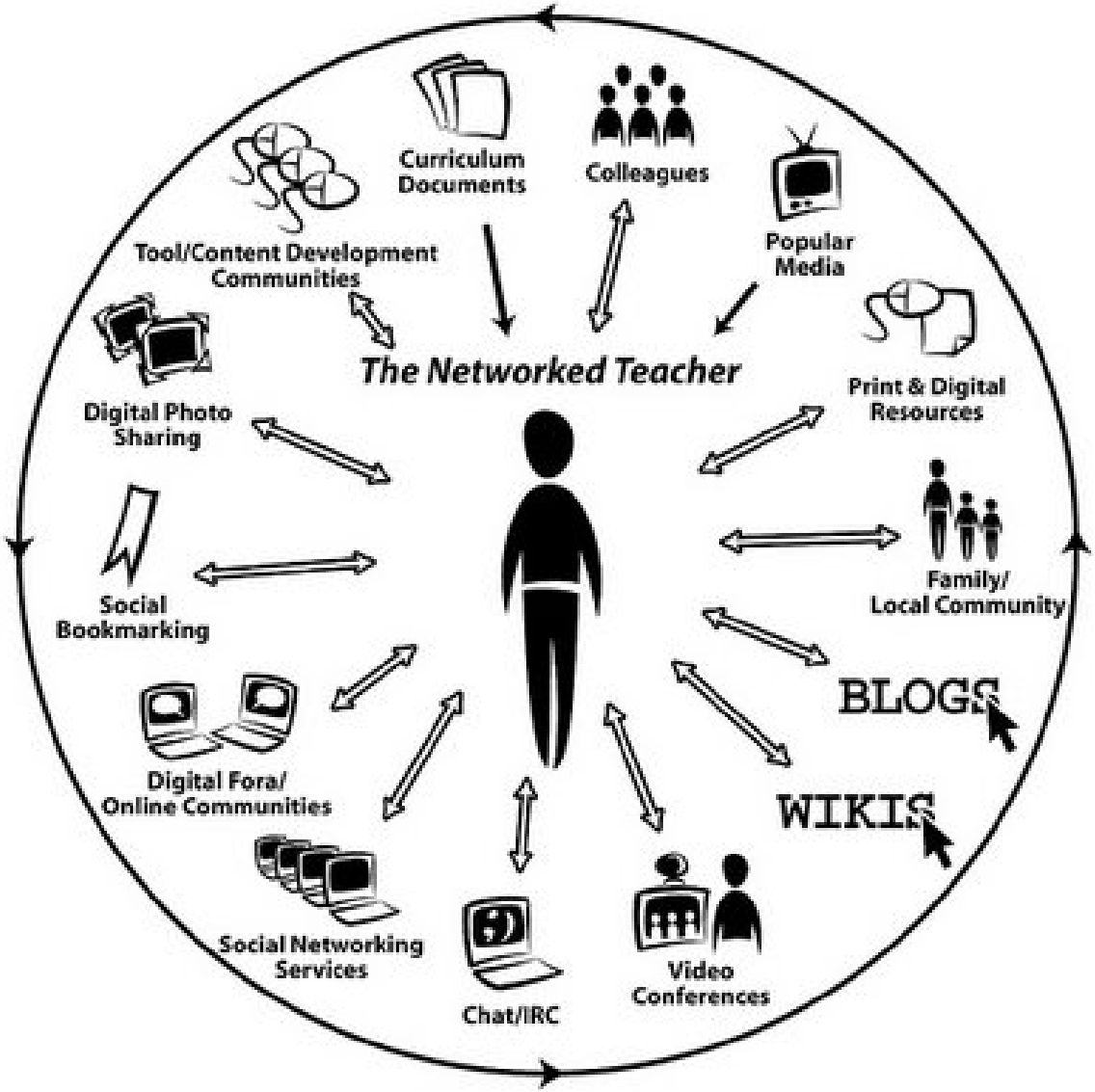
REVIEW

- Students reflect and review the day's progress with the teacher(s).
- Teachers facilitate a discussion about the essential question and the student's investigation process.
- Teachers engage students in their own review by asking questions such as: What would they do differently next time, both individually and as a group? What did they think they or others did really well?
- Teachers gain qualitative data from these debriefs to guide future student tasks, assignments, and if needed remediation or acceleration.

COMPONENTS OF THE INSTRUCTIONAL FRAMEWORK



ELEMENTS OF COMMON PLANNING: iPLAN



ELEMENTS OF COMMON PLANNING: iPLAN

- Daily Pulling and Disaggregation of Data
- Group Students Based on Data (WWW form)
- Planning of Project Based Learning Activities
- Planning of Modules
- Alignment of Pacing Guides to Modules
- Planning of Team Teaching Roles

PLANNING FOR INVESTIGATION: iMODULE

iPrep math

iModule:

Focus:

Essential Question:

Start Date:

Deadline:

Activities to be completed:

Assessment:

Follow-Up:

iPrep math

iModule: Area of rectangles, triangles, and trapezoids

Focus: MA.6.G.4.2

Essential Question: How do you find area of rectangles, triangles, and trapezoids?

Start Date: June 21, 2013

Deadline: June 28, 2013

Activities to be completed:

- Mathia Software Unit 39
- Warm-ups – Student text 13.2, 13.3, 13.4
- Problem Solving – Student Text 13.2, 13.3, 13.4 problem 1
- Project Based Learning – Rug Distributor
    - Create a digital rug in the shape of a triangle, rectangle, or trapezoid (your choice). You can create the rug using Microsoft Word, Excel, or Power Point. The rug must fit the area of your customer's desired space at their home (provided by teacher).
    - Research local rug companies to determine a price for your customer. Write an explanation of how your group priced the rug.
    - Post your rug on Edmodo.

Assessment: Project Based Learning

Follow-Up: Reflect on the essential question, and post what you would do differently and what you did well on Edmodo.

PLANNING FOR INVESTIGATION: iMODULE

iModule :	Area of rectangles, triangles, and trapezoids
Focus:	MA.6.G.4.2
Essential Question:	How do you find area of rectangles, triangles, and trapezoids?
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PLANNING FOR INVESTIGATION: iMODULE

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Assessment:	Project Based Learning
Follow-Up:	Reflect on the essential question, and post what you would do differently and what you did well on Edmodo.

PLANNING FOR INVESTIGATION: PERSONALIZATION

Module: _____

What	Who	Why

WHAT: THE INITIAL ACTIVITY THE TEACHER(S) SELECTS THE STUDENT(S) TO BEGIN WITH

WH0: WHICH STUDENTS WILL BEGIN ON THE INITIAL ACTIVITY SELECTED BY THE TEACHER(S)

WHY: WHAT DATA WAS USED (QUANTITATIVE OR QUALITATIVE) TO DRIVE THE DECISIONS OF INITIAL PLACEMENT AND GROUPINGS

PLANNING FOR INVESTIGATION: PERSONALIZATION

Module: Area of Rectangles, Triangles, and Trapezoids

What	Who	Why
Project Based Learning	Chris Anderson Kevin Durant Ray Allen Brittany Spears Kris Jenner Khole Odom John Elway Christina Aguilera William Levy Celo Green Usher Raymond Derek Jeter Alex Rodriguez Cameron Diaz Alex Fernandez Michael Jackson Olema Herrera	Students scored 70-89% on pre-requisite module

STUDENT SELF-GUIDING TOOLS FOR INVESTIGATION

What i Know	What i Need to Know

Where i Can Find What i Need to Know

Carnegie Learning

KHANACADEMY

TeacherTube

SCHOOLTUBE.com

Google

math.com
The World of Math Online

YouTube
Youtube.com/education

Math Open Reference
www.mathopenref.com

Fellow Classmate or Group

Teacher Workshop

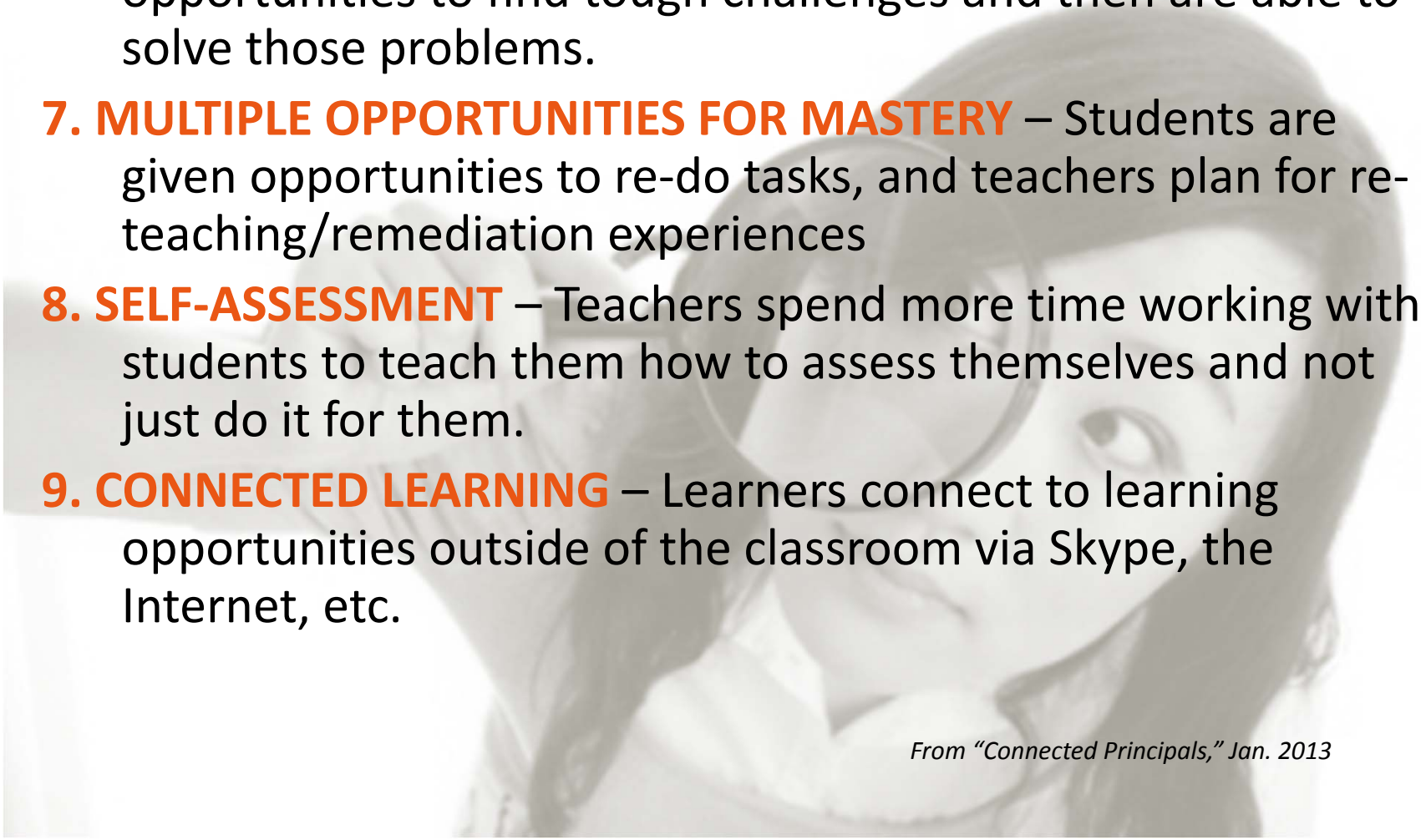
DIGITAL CLASSROOM "LOOK FORS"

1. **VOICE** – Learners have the opportunity to not only learn from others but also share their learning with others.
2. **CHOICE** – Learners choose how they learn, and what they will learn about.
3. **TIME FOR REFLECTION** – Learners have time to connect and reflect on what is being learned to give them a better opportunity to have a deeper understanding.
4. **OPPORTUNITIES FOR INNOVATION** – Learners are creating things that are new and better
5. **CRITICAL THINKERS** – Learners are able to ask questions and challenge what they see, but always in a respectful way.

21st Century Education.mp4

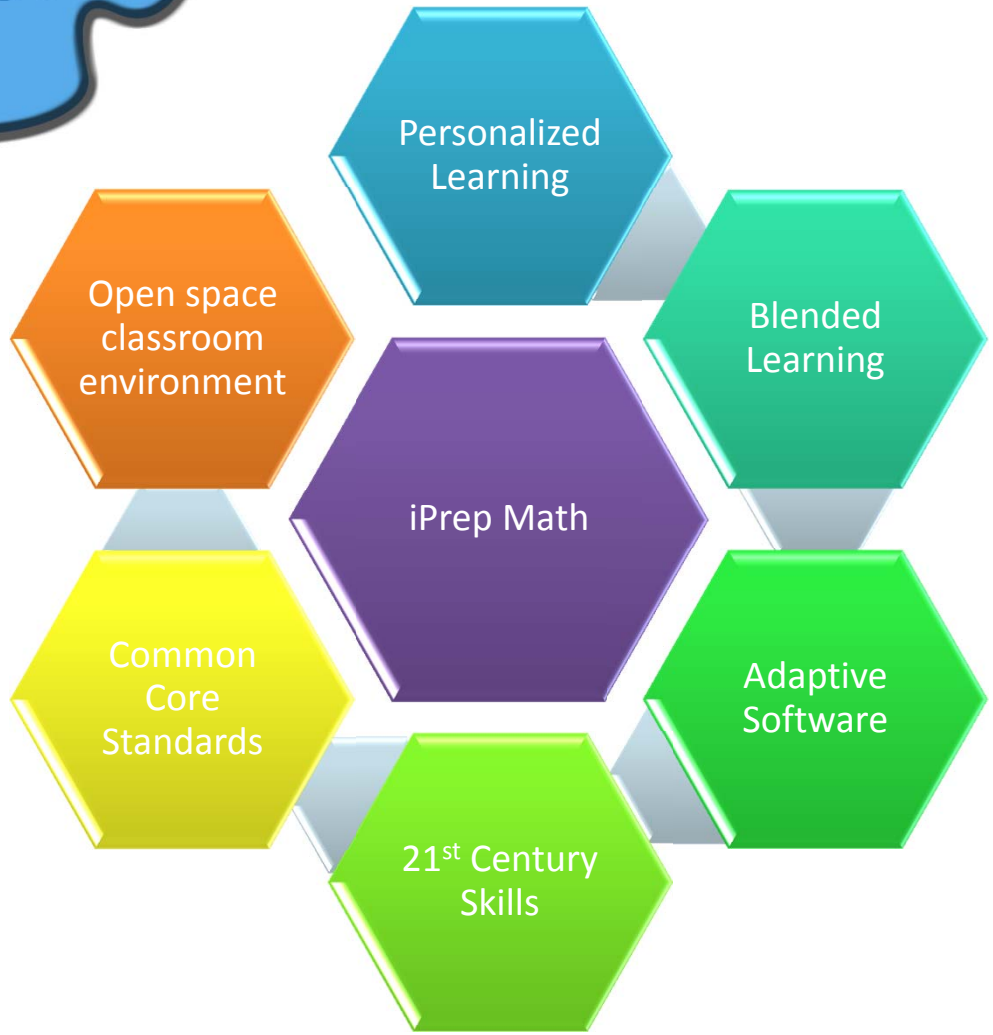
DIGITAL CLASSROOM "LOOK FORS"

6. **PROBLEM SOLVERS/FINDERS** – Learners are given opportunities to find tough challenges and then are able to solve those problems.
7. **MULTIPLE OPPORTUNITIES FOR MASTERY** – Students are given opportunities to re-do tasks, and teachers plan for re-teaching/remediation experiences
8. **SELF-ASSESSMENT** – Teachers spend more time working with students to teach them how to assess themselves and not just do it for them.
9. **CONNECTED LEARNING** – Learners connect to learning opportunities outside of the classroom via Skype, the Internet, etc.



From "Connected Principals," Jan. 2013


Any
Questions


Personalized Learning
Open space classroom environment
Blended Learning
iPrep Math
Common Core Standards
Adaptive Software
21st Century Skills

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