

NORTH CAROLINA

DIGITAL-AGE LEARNING INITIATIVE



Powered by NCDPI and
The Friday Institute at NC State

Digital Learning Initiative Update

Dr. Vanessa Wrenn
Director of Digital Teaching & Learning
November 2020

NC STATE

College of Education

THE WILLIAM & IDA
FRIDAY INSTITUTE
FOR EDUCATIONAL INNOVATION



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

2019-2020 Digital Learning Initiative Overview

- Professional Learning partnering with Friday Institute & Internal Programs
- EPP Professional Learning Strategy partnering with NCICU & UNC
- Digital Learning Standards Course for Educators
- NC Digital Learning Plan Updated
- Digital Learning Progress Rubric Wrap Around Materials
- CETL Certification. NC Top in the Nation with 54 Certified Education Technology Leaders
- DLI Grants: 94% of DLI Grant Awardees More Prepared for Remote Learning

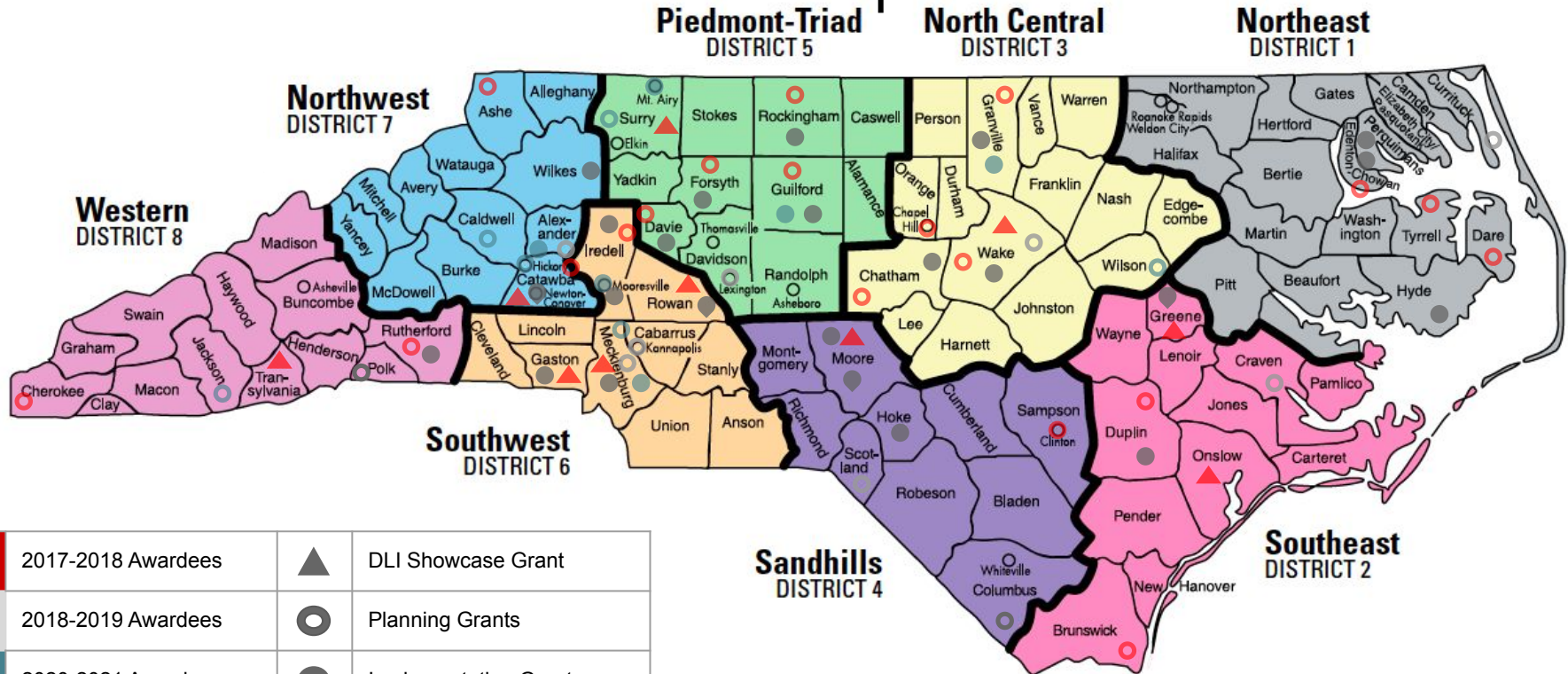









Alignment to SBE Priorities & Goals

- Goal 1: Eliminate Opportunity Gaps: Providing equitable access to technology & professional learning
 - Access Professional Learning and Technology Resources
- Goal 2: Improve School and District Performance by 2025
 - Access to Technology Resources, Devices, Resources, Professional Learning
- Goal 3: Increase Educator Preparedness to meet the needs of every student by 2025
 - Personalized, Student-Centered, Innovative, Microcredentials



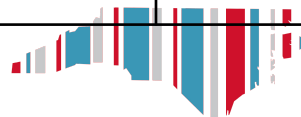
Grant Recipients



	2017-2018 Awardees		DLI Showcase Grant
	2018-2019 Awardees		Planning Grants
	2020-2021 Awardees		Implementation Grants
			Innovation Academy Grant

Overview of DLI Grants 2017-2022

Type and Years of Grant Recipients:	Total Number of Grants Awarded:	Total Dollars Allocated:	Personalized Learning	Micro-Credentials	DLC Modules
2017-18 Planning Grant Recipients	21	\$892,052.00	12	9	11
2017-18 Showcase Grant Recipients	10	\$447,397.00	9	4	2
2018-19 Planning Grant Recipients	10	\$425,450.00	7	3	4
2018-2020 Implementation Grant Recipients	19	\$2,682,531.00	17	14	16
2018-2021 Innovation Academy Grant Recipients	4	\$1,196,140.00	2	1	2
2020-2021 Planning Grant Recipients	6	\$221,000.00	6	3	0
2020-2022 Implementation Grant Recipients	6	\$791,750.00	6	6	2
Totals:	76	\$6,656,320.00	76	31	35



“Our DLI grant was strictly for professional development. The work we have done the past two years training teachers in Canvas and Google Classroom helped prepare for remote learning.”

Charlotte Mecklenburg Schools
DLI Implementation Grant
2018-2020

To create a system of competency based opportunities for educators to show mastery of digital learning competencies in order to have a positive impact on students and promote themselves.

CMS Program Information

What are microcredentials?

INVESTMENT

COHERENCE

IMPACT 1

IMPACT 2

99% of participants said that they would recommend these microcredentials to others "I liked having a rubric. It took me three times to earn the credit. The feedback was very helpful and using the rubric was extremely helpful."

There is positive momentum towards creating a larger system of micro credentialing for teachers to be eligible for advanced teaching roles. This work is scheduled to start next school year.

Erin Shoemaker, Director, Digital Innovation & Personalized Professional Learning
(erin.labore@cms.k12.nc.us)

CHATHAM COUNTY SCHOOLS
DLI Implementation Grant
2018-2020

A multi-year instructional initiative designed to align multiple district programs and priorities by focusing on digital learning and differentiation in our classrooms. #igniteCCS

Program Information: An Overview

Professional Development Teacher Cohorts in CCS

Click HERE for more information.

To build capacity across the district for digital teaching and learning, CCS has developed and delivered professional development to teachers across the district according to their needs by grade band.

Investing in CCS Digital Leaders

Click HERE for more information.

To support teachers within each school, CCS has invested in digital leaders within each school. These school-level leaders provide peer-to-peer supports and ready access for faculty and staff.

District-Wide Support and PD for Digital Teaching & Learning

Click HERE for more information.

To broaden the impact of digital teaching and learning, CCS has offered events throughout the school year for all educators to demonstrate their growth by practicing and applying their new learning.

Evidence of Impact

CCS has developed anecdotal, testimonial, and analytic evidence of the IGNITE CHATHAM impact. Click [HERE](#) to explore data from the 2018-19 school year. Updates for the 2019-20 school year will be included soon!

Forward Momentum

As a result of the DLI Grants awarded to CCS, effective digital implementation is a part of the *Teaching & Learning Beliefs & Indicators*. Program cohorts, events, and PD described in this report are part of the CCS culture and will continue into the 2020-21 school year and beyond.

For more information, contact
Emma Braaten
ebraaten@chatham.k12.nc.us

Davie County Schools
DLI Implementation Grant
2018-2020

To expand the number of middle school core teachers trained in personalized and blended learning to 80% in an effort to change pedagogy, maximize student learning and increase student choice in the middle school classroom that will ultimately increase EOG scores in math, reading and science.

Program Information

[Video Presentation](#)
Planning Grant 2017-18: [Year 1](#)
Implementation Grant 2018-19: [Year 2](#)
Implementation Grant 2019-20: [Year 3](#)

[DLI Implementation Grant Y2 19-20](#)

[Deliverables Met by the Grant](#)

[Plans for the Future](#)

Number of Teachers Trained in Personalized Learning

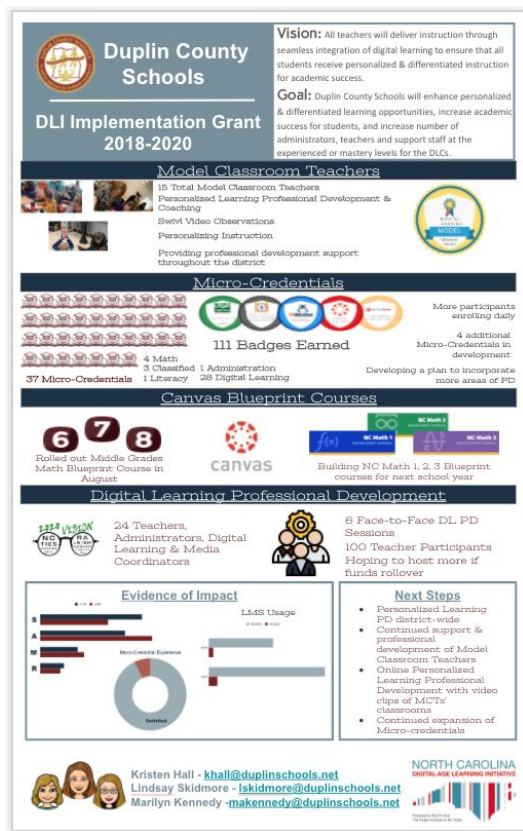
Year	Number of Teachers Trained
2017-18	10
2018-19	20
2019-20	30

Davie County Schools will be implementing a one to one for grades 6 - 12 in the fall of 2020.
Provide the necessary tools and training for teachers to promote personalized learning.
Create digital standards-based content and assessments for all grade levels.
Train teachers on the instructional design process to provide quality remote personalized learning lessons to complement traditional classroom instruction.

Contact John Marshall at marshall@davie.k12.nc.us for more information.



DIGITAL TEACHING & LEARNING



Duplin County Schools: “Several of our goals of the grant helped prepare our district for remote instruction such as blueprint math courses, professional development, micro-credentials, model classroom teachers, and devices. By creating the math blueprint courses, teachers had ready access to an online Canvas course so that they could continue to teach.”



DIGITAL TEACHING & LEARNING

The Impact of the DLI Grants on Remote Learning in Mooresville Graded School District

Dr. Scott Smith
Tracey Waid



Intense Personalized, Differentiated PD

- Meet-ups to build teacher skills in digital teaching
- Online, asynchronous PD modules designed around DLCs for teachers
- Badges to demonstrate teacher skill mastery
- NCTIES Scholarships and share-outs of skills, tools, and strategies
- Intensive Personalized Tech Plans program to build teacher leadership and digital skills
- Canvas-specific PD for all teachers and administrators

Grant Goal



Our goal is to provide Mooresville educators with an intense personalized professional development opportunity that

- 1) increases Mooresville Graded School District's overall ranking on the Digital-Age Learning Progress Rubric;
- 2) aligns with the North Carolina Digital Learning Competencies to show teacher growth, and
- 3) incorporates micro-credentialing badges to measure growth through Personalized Tech Plans.



By the Numbers



- Every MGSD Certified educators completed a 10 hour Canvas Course and PEAK (Performance Excellence for All Kids) Training (~400)
- 42 Educators earned 10 Badging Modules
- 10 Meet-ups over two years with 50 different topics taught to over 600 attendees
- 12 District leaders provided Lunch and Learn Opportunities to 8 neighboring PSUs in Year 2
- 25 educators attended NCTIES Year 1 and 30 in Year 2
- 775 online PD courses for virtual teaching were completed before school starting this year
- 16 Teachers Completed the PTP in Year 2
- 5 SLMCs Served as Mentors to the PTP Participants in Year 2
- 197 Secondary teachers received Virtual Classroom 101 training in March

The ~~Cupid~~ COVID-19 Shuffle

- Replaced in-person Meet-ups with virtual Google Meets
- Video recordings of Meet-ups for on-demand PD
- Increased teacher buy-in for attending future PD
- Adjusted content offerings to focus on remote teaching skills
- Created extensive asynchronous PD choice boards for all staff to take during Summer 2020 in preparation for Plan C 1st Quarter



Planning for Remote Instruction



Virtual Classroom 101



Today's Goals:

1. Experience Canvas Conference as a student
2. Learn Canvas Conference skills
3. Be prepared to start lesson planning

43-46

Secondary (7-12) Curriculum & Instruction



I Can...	How-To Links	Can I do it?
Enable Canvas Conferencing in a Course	How-To	
Create a Canvas Conference in a Course	How-To	
Start a Canvas Conference	How-To	
Enter a Canvas Conference as a Student	How-To	
Mute Users	How-To	
Mute Myself/Share My Screen/Share my Video	How-To	
Record My Conference	How-To	
Use Chat/Shared Notes/Closed Captions	How-To	
Create a Poll/Share a Presentation/View a Video	How-To	
Use Annotations on the Whiteboard	How-To	
See these tools as a Student	How-To	
Use Breakout Rooms in Conferencing	How-To	
End a Canvas Conference	How-To	

Canvas Conference Mastery Skills

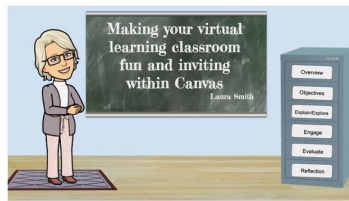
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☒ Use Interactive
Whiteboard Tools to put
a checkmark

EXIT TICKET

Virtual Bitmoji Fun!

Making your virtual learning classroom fun and inviting



Overview

This course will show you how to create a Bitmoji classroom in Google Slides. You will learn the basics of creating your interactive slide and how to embed the slide into your Canvas Home Page to make it dynamic.

Objectives

1. Create a bitmoji classroom
- creating your bitmoji
- finding fun bitmoji
- create interactive slides

PK-6 Virtual Learning Plan

Home

1200 Documents

Virtual Learning Resources

6-12 Virtual Learning Plan

6-12 Lessons

Virtual Learning Resources

Internal PreK-6 Virtual Learning Plan

This week has been nothing but amazing as we navigated how to provide the best virtual learning environment and support for our students and families. To say that we are grateful, thankful and blessed to work with each and every one of you is an understatement. Deep down has come together in the greatest time of need, joining our own personal agendas and desires while coming together for the greater good of our community. It takes a great courage and uncertainty, we find comfort and strength in one another. As we move forward next week, continue to be that strength for each other, your students and their families as you all have seen this week for us. Thank you for all you have done this week to try the ground running with our virtual learning plan and go far beyond our expectations without even being asked! We are thankful for every person's leadership and know this experience will make us even better educators than we already are!

Many Thanks,
Your 6-12 Instructional Team: S.

Google Meet Tips

Making the Most Out of Your Live Lessons

Whiteboard and Display Options

Document Camera

If you have a document camera you can still use it in your Google meets! You will simply share your screen and use your document camera as usual.



Ipad as Document Camera

If you don't have a document camera consider this option. Log into your Google Meet on your phone or school issued iPad. Mute your mic on your computer and mute your computer so that the only input and output sound is

You can still see your students on your computer or iPad as your document camera. You can use a app something like [this](#) to position your phone or iPad [click here](#) for a video to see how it is done.

automatically see your "document camera" because you the ipads default to show the speaker. 2/3 users you dents pin the "document camera" by clicking on the icted screen. To "unpin" simply click that push pin grid view.

Document Camera


As, you can now use [these directions](#) to turn your to help.

Personalized PD Choice Boards



Differentiated Core 	Engagement  	Social-Emotional 	7-12 Canvas
Differentiated Core Choiceboard	Engagement Choiceboard	SEL Choiceboard	Canvas 7-12 Required Course
PICK-ONE 	PICK-ONE 	PICK-ONE 	
Complete your PD by Aug. 17 and complete this <u>form</u> after each module you complete.			

#1 Differentiated Core

PICK-ONE 	Rubrics in Canvas	Doing research virtually	Even More Checks for Understanding in a Virtual Environment
Digital Choice Boards for Differentiation	Using Tutoring time effectively	Online Discussion & Collaboration Strategies	Interactive Digital Notebooks
Virtual Processing Strategies	CTE Part 1: CTE Best Practices	CTE Part 2: Digital Resources for Meet the Teacher/Open House	CTE Part 3: Best Practices for CTE and Digital Instruction
Gizmos (Math & Science)	Using the Unicheck Plagiarism Checker	Teaching a performance-based class virtually (Art, Performance, CTE, etc.) AKA "Electives Go Remote"	Resources for Engaging Kids with Science
Math Discourse Virtually and otherwise!	Model-Based Inquiry Learning (STEM)	Virtual Science Labs	Using an iPad for Virtual Math instruction

Even More Checks for Understanding

VIRTUAL CLASSROOM EDITION

OVERVIEW

This session will explore strategies and resources for checking your students' learning in a virtual environment. Participants will conclude this session with 25+ ways to differentiate how they create and administer CFUs in a lesson.



OBJECTIVES

By the end of the session, participants will be able to convert traditionally used checks for understanding often conducted in a traditional classroom to virtual checks for understanding.



EXPLAIN & EXPLORE (5 MINUTES)

Take a moment to reflect on these two questions and post them in the Answer Gardens Below:

- Why should teachers frequently check for student understanding during a lesson?
- In a 60-90 minute lesson, approximately how many CFUs should a teacher incorporate?

[Answer Garden #1](#)

[Answer Garden #2](#)



Electives Go Remote!

Tips for Teaching an Elective Class Virtually

Overview


Certain challenges can arise when performance-based and hands-on classes are taught online. Luckily elective teachers are well equipped to carry on their instructional responsibilities due to their subject areas being quite versatile. Careful consideration to course objectives and expanding an online repertoire can broaden the student experience in these classes. "Electives Go Remote!" will address some of the ways we can make better connections with our students.

Helpful Hints for Teachers to Keep in Mind

Scroll down on the page and read the Helpful Hints for Teachers to Keep in Mind – powerful reminders for why we do what we do.


Objectives & Outcomes

Think about these as you explore content within this Smore.




Rethink Course Objectives

Which ones are better suited for asynchronous



Focus on Social-Emotional Learning

How does my content



Expand your Resources

Where do I go for instructional help?

- build your Canvas

Impact of the Grant on Our Readiness for Remote Learning



<i>The Grant Paid For...</i>	<i>Which Allowed For...</i>
Canvas PD sessions required for all teachers/administrators in Year 1	All staff to be comfortable in using Canvas extensively during school closure and remote learning in Year 2
NCTIES attendance for 60 teachers, coaches, and administrators over 2 years	Attendees to share out their learning and conference resources to build teachers' toolboxes for remote learning
Over 100 differentiated asynchronous PD modules developed by teachers, coaches and C/I support	Just-in-time training related to remote teaching practices in preparation for two quarters of virtual learning (over 775 modules completed to date with an average rating of 4.78!)
Development of intensive PD programs that built teacher leaders with expertise in digital teaching and learning	Extra capacity to train teachers in preparation for remote learning, beyond our existing instructional coaches (more than 70 staff developed PD modules for 600+ peers)
10 total Meet-ups that empowered teachers to present on digital teaching and learning strategies	Over 600 teachers to receive personalized, differentiated PD on topics related to best practices in digital instruction

Reflections from Teachers on PTP Impact

REFLECTIONS ON REMOTE LEARNING THIS SPRING

I have learned **A LOT** from this virtual learning experience! One thing that comes to my mind right now is that K-2 just began assigning students differentiated iStation assignments instead of just having them get on for 20 minutes to practice reading or math. The original practice was individualized to students needs because it was based off of their monthly assessment data

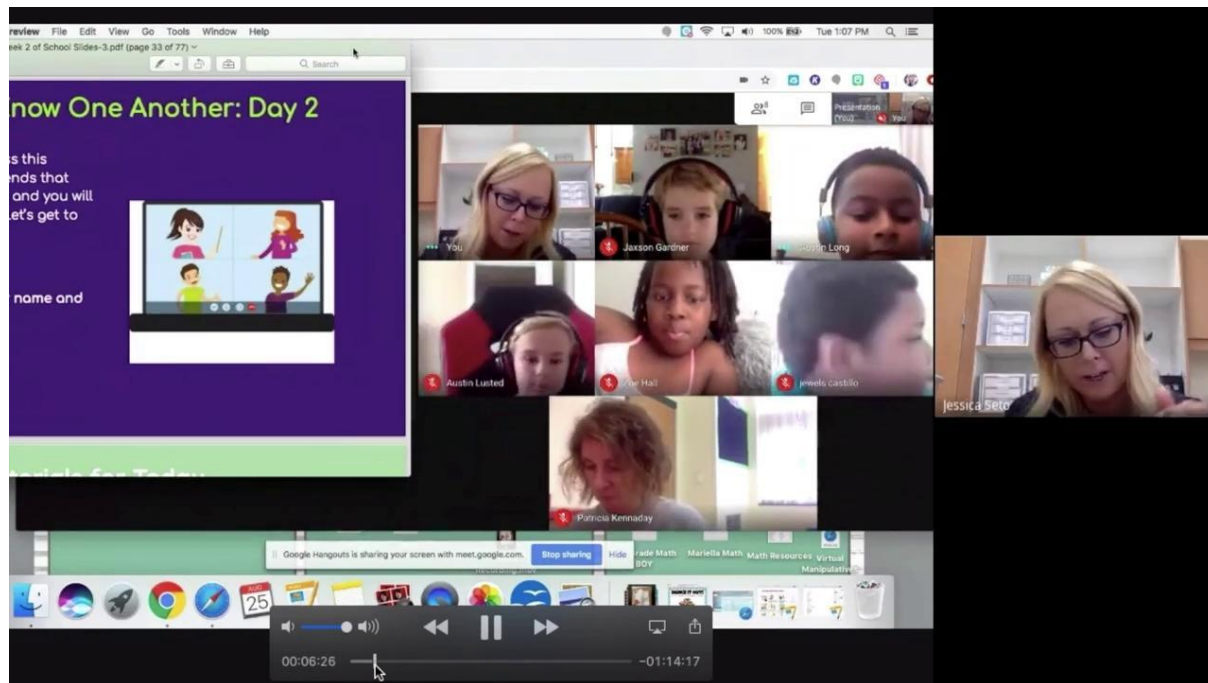
HOWEVER the new way we are assigning assignments is even more individualized and based off of multiple data points. I will definitely apply this to my regular teaching environment so that I can individualize instruction even more for my students.

“I feel like I have thoroughly grown as a teacher with using technology. I feel more willing to take risks on activities/ideas that I may have been a little more nervous to try before.”

“I learned a lot of technology resources and tools that I can use in my classroom to enhance my teaching and engage students more!”

“I implemented some new technology in the classroom that I wouldn't have otherwise. I found confidence in myself to be a presenter about technology.”

Virtual Learning in MGSD Fall 2020





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The Impact of the DLI Grants on Remote Learning in Granville County Public Schools

Dr. Alisa McLean, Dr. Michael A. Myrick, Gwen Loftin



Grant Work by the Numbers

PLANNING GRANT (2017-2018)

- **51** Teachers and Admins Level 1 Google Certified
- **39** Teachers and Admins Level 2 Google Certified
- **17** of our 19 schools represented
- **2** Professional Development Sessions from *Beyond the Chalk*
- **60** [Exemplar Video clips](#) of Educators Teaching Lessons Aligned to the DLCs

IMPLEMENTATION GRANT (2018-2020)

- **3** Professional Development Sessions from *Beyond the Chalk*
- **5** School Sites Visited Outside of GCPS
- **20** [Exemplar Video clips](#) of Teachers Teaching Lessons Aligned to the DLCs
- **46** 4C Microcredentials Earned
- **58** NCTIES Registrations (2019 & 2020)
- **27** Level 1 & 2 Google Certified Educators
- **680+** Student Pre- and Post-Participation Survey Responses
- **\$60,000** Spent on Emerging Technology in Classrooms



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Goal of our Implementation Grant Work

*Granville County Public Schools will transform to the digital-age culture by creating **thirty Gold STAR Classrooms** where educators engage in several professional learning opportunities focused on **creating student-centered classrooms** where students are exhibiting digital literacy skills focused on **collaboration, critical thinking, creativity and communication.***





Being Prepared for a Quick Shift to Remote Learning

- Google Level 1 and 2 Certification
- Access to emerging technology (e.g. iPads, Apple pencils, document cameras, Chromebooks, speakers etc.)
- Created [model virtual lessons](#) for teachers
- Created and shared [YouTube playlist tutorials](#), online modules, and led PD on popular technology topics and resources





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Sharing the Wealth of Knowledge

GCPS Remote Learning Resource Hub

GETTING STARTED WITH CHROMEBOOKS

Connect to WiFi and Logging In

Login: Chromebook, Clever & Explore Apps

Authenticating through Zscaler

Using Clever

Setting Up Access to Google Drive Offline



[Link to our GCPS Remote Learning Hub](#)



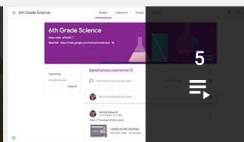
Engaging Resources for Your Classroom:

[VIEW FULL PLAYLIST](#)



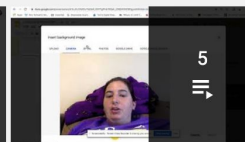
Google Add-ons & Extensions for Educators

[VIEW FULL PLAYLIST](#)



Helpful Tips for Distance Learning

[VIEW FULL PLAYLIST](#)



Interactive Notebooks in Google Slides

[VIEW FULL PLAYLIST](#)



Overview of Epic!
[VIEW FULL PLAYLIST](#)



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Let's Hear it from the STARS

“How did being a Digital STAR prepare you for virtual and blended learning due to COVID?”

**Impact of DLI Grants on
Remote Learning
Preparedness**

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