

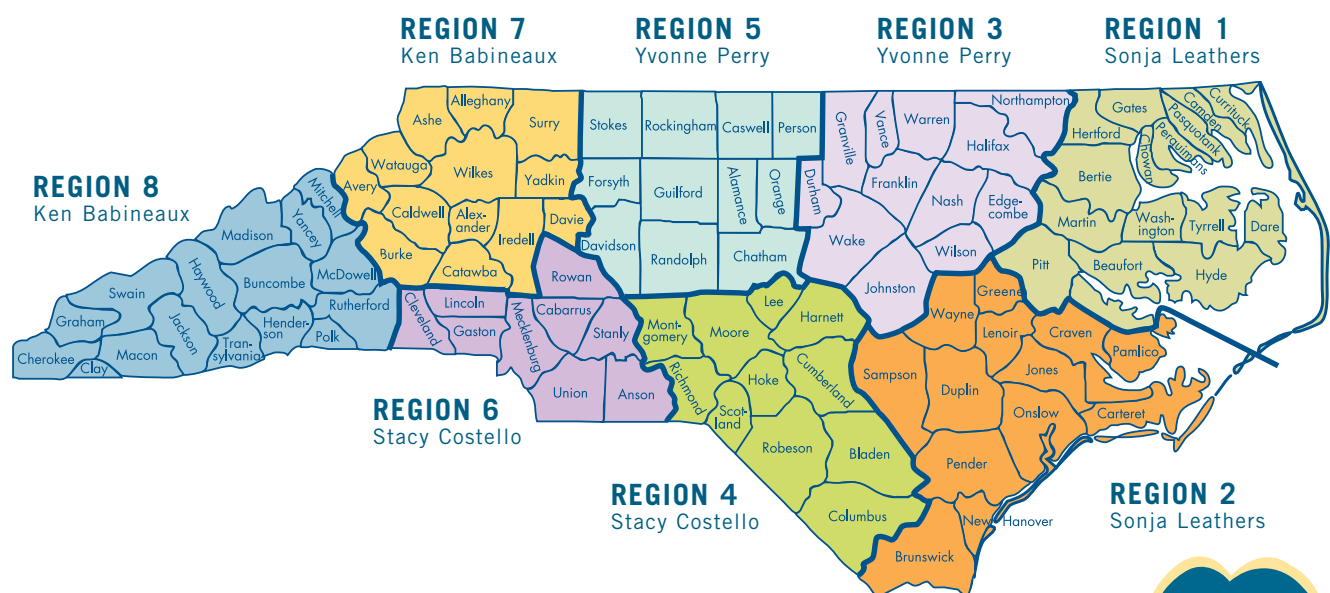


# CHANGING THE WAY WE DO BUSINESS IN THE VILLAGE

A NEWSLETTER OF THE RAISING ACHIEVEMENT AND CLOSING GAPS SECTION

FALL/WINTER 2008

## REGIONAL SERVICE MAP



### IMPORTANT DATES

**Raising Achievement and Closing Gaps Conference XIII**  
 March 30 – April 1, 2009  
 Koury Convention Center

**Framework for Understanding Poverty™**  
 April 28–29, 2009  
 DPI Building | Room 150

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## DID YOU KNOW THAT:

- In the next eight seconds, thirty four babies will be born, five in India, four in China, and one in the United States?
- In ten years it is predicted that the number one English speaking country in the world will be China?
- The U.S. Department of Labor says that today's students will have 10–14 jobs before their 38<sup>th</sup> birthday?
- Today's 21-year-olds have played 10,000 hours of video games, talked 10,000 hours on the phone, and sent/received 250,000 emails or instant messages?
- More than 50% of U.S. 21-year-olds have created content on the web?
- More than 70% of U.S. 4-year-olds have used a computer?
- The number of text messages sent and received today exceeds the population of the planet?
- One in eight couples married in the U.S. met online?
- In 2006 2.7 billion searches were done on Google each month?
- College graduates in 2006 numbered 1.3 million for the U.S., 3.1 million for India, and 3.3 million for China? Every college graduate in India speaks English.

(Karl Fisch & Scott McLeod)

## TECHNOLOGY IN THE CLASSROOM

### WHY TECHNOLOGY IN THE CLASSROOM?

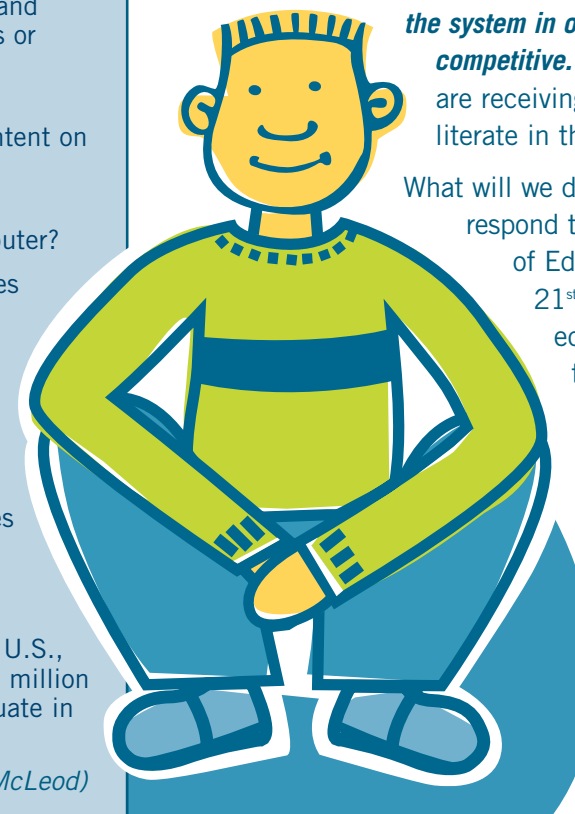
Technology is not going to fade away. It has fundamentally changed the way our world works. We are currently preparing students for jobs and technologies that don't yet exist...in order to solve problems we don't even know are problems yet. If the education system is a response to the needs of society, how are we changing the system to meet the needs of our technologically-inclined society?

In the business world you are expected to know how to use computers, cell phones, iPods, and to be able to teach yourself how to use software. Yet most of these technologies are banned from schools. **We are at a critical moment in education in which we need to radically change the system in order for our students to be globally competitive.** How are you ensuring that your students are receiving an education that will make them literate in the 21<sup>st</sup> century?

What will we do? How will we change? How will we respond to the mandate of the North Carolina Board of Education's call to prepare students for the 21<sup>st</sup> century? What we need is a place for educators to learn and share the practices that make up this new educational system.

We know that technology alone is not the answer. Effective teaching strategies paired with appropriate technology will provide students with a rich learning experience. Technology has created a reality in which everyone can be a creator of content. However, technologies like wikis, blogs, podcasts, and collaboration software

[Continued]



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 State Board of Education | Department of Public Instruction | District and School Transformation

are just a few of the different tools widely available to educators to bring students to the top of Bloom's Taxonomy of learning. The key is to be able to change the way we think about classroom instruction in light of the future for which we are preparing our students. How will you use technology appropriately to provide your students with a rigorous, relevant, and engaging experience at school that will make them globally competitive in the 21<sup>st</sup> century?

### HOW CAN EDUCATORS INCORPORATE TECHNOLOGY IN THEIR LESSONS?


One of the easiest ways to be intentional about using technology in the classroom is to begin using simple tools that enhance student engagement. As you begin to incorporate simple tools in the classroom, you will build your capacity to eventually implement larger projects. Wikis are a great simple start to creating content on the web. A wiki is simply a website to which a user can change and add content quickly. The word wiki is Hawaiian for "fast" and its interface looks just like most document-editing software, such as Microsoft Word®.

What could you do with a wiki? You could have your students turn a wiki into their classroom textbook. As you teach them, they will redesign your lesson in digital format and post it to the web using your wiki site. Another idea would be to do collaborative presentations in groups using software other than Microsoft PowerPoint®. If you want to see some other examples you may contact me at [jmeritherw@dpi.state.nc.us](mailto:jmeritherw@dpi.state.nc.us).

The real future of education is a model often referred to as Anytime-Anywhere Education. This means that teachers make lessons and content available to students via the web in a format that they can download to an mp3 player like an iPod or a cell phone. You could capture your lecture and send it out to your students to watch the night before they come to class. That way, you can spend more of your class time working on labs or projects that enhance their learning.

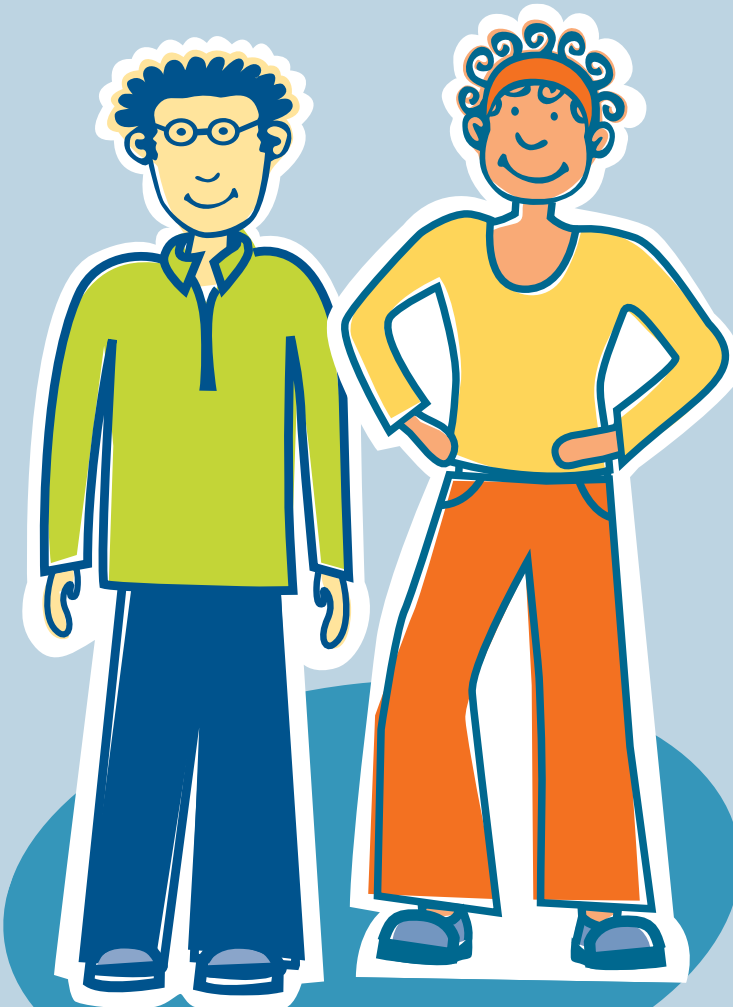
The future of education has tremendous possibilities if we are willing to revolutionize the way we teach to meet the demands of our ever-changing society. Are you willing to step out of your comfort zone and learn new methods of teaching in order to push your students to the next level?

—JEFF MERITHEW M.Ed.

 *The following are sample lessons specially designed with the infusion of technology. The lessons were designed by the technology department of the Department of Public Instruction's District and School Transformation Division. For more sample lessons, contact Jeff Merithew at (919)807-4196, [jmerithew@dpi.state.nc.us](mailto:jmerithew@dpi.state.nc.us).*

### EVERY EDUCATOR MUST ANSWER FOUR QUESTIONS WHEN DESIGNING A LESSON.

- 1 What are you going to teach?
- 2 How are you going to teach it?
- 3 How will you know if they have learned it?
- 4 What will you do if they haven't learned it?



### I. SAMPLE INTERACTIVE LESSONS:

#### LESSON PURPOSE:

When the lesson is finished, what do you want your students to know/do? Why are you teaching this lesson?

#### GAIN THE LEARNER'S ATTENTION:

How will you set the tone of "work" in your classroom, including the warm-ups?

#### INFORM THE LEARNERS OF THE OBJECTIVE(S):

Every student should be able to tell you exactly what they are expected to learn and exactly how they are expected to verify their understanding. Noted educational researcher Howard Gardner suggests that you always give an authentic example of what you interpret as quality work as well as an example of poor quality work so that expectations are clear.

#### STIMULATE RECALL OF PREREQUISITES:

Scaffold on previous lessons. This is where true "learning" is done in the human brain. If concepts to previous knowledge are not connected, there is no frame of reference to which the brain can create a neural pathway.

#### PRESENT NEW LEARNING STIMULUS:

This is the 21<sup>st</sup> Century where lecturing is considered passé. It is an obsolete form of instruction that does little to stimulate the brain.

This is where the Professional Learning Community (PLC) concept is powerful in helping.

### II. SAMPLE LESSON PLAN ON PEER REVIEWS USING A BLOG:

#### LESSON PURPOSE:

When the lesson is finished, students will be able to use critical reading and editing skills that were taught in class to evaluate the quality of an article and offer suggested improvements for that article in order for it to be posted on the internet.

#### GAIN LEARNER'S ATTENTION:

Ask the class to think about the story they have just finished reading. For example, you may want to ask, "If you were going to sell this book to someone, what would you tell them are the key components of the story?" Write this in your blog.

#### INFORM THE LEARNERS OF THE OBJECTIVES:

Today you will write a blog article that is designed to sell the book we have just finished reading. Your market audience will be other students in this school. When you are finished designing your synopsis and advertisement, your group members will post comments on your blog about both the validity of your facts and the presentation style you use to sell the book. You will then have a chance to use their edits to make a final version to be presented to our class and graded on our rubric.

#### STIMULATE RECALL OF PREREQUISITES:

In order to market this book, think about the story and what you would want to tell other students about it in order to peak their interest. You may also want to look at some book-selling websites like Amazon or Barnes and Noble to see how professionals market books. Also, remember who your target audience is.

#### PRESENT NEW LEARNING STIMULUS:

Have students work in groups of three to hash out their ideas. Allow time for and access to the computer for them to do their research and type their blog and comments to others' blogs. During this time, circulate to ensure that students are posting constructive comments on each other's blogs.

#### PROVIDE GUIDANCE AND PROMPTS:

How will you do your in-class questioning? Will it be through Socratic lecture?

#### PROVIDE PRACTICE OPPORTUNITIES:

Practice makes permanent NOT perfect. The more skills are practiced, the more developed the neural pathways associated to the knowledge.

#### PROVIDE FEEDBACK:

How will your students know if they "get it?"

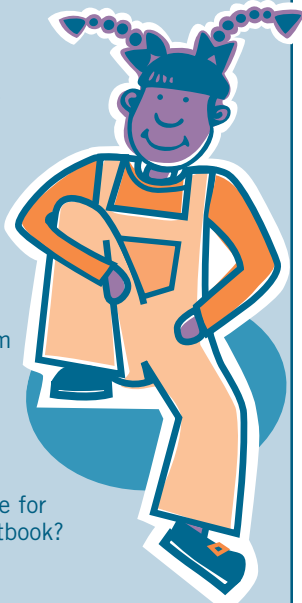
#### ASSESS THE LEARNERS' PERFORMANCE:

How will you know if your students "get it?"

Here is where you may want to think about utilizing FORMATIVE ASSESSMENT!!!!

#### PROMOTE TRANSFER AND RETENTION:

This is a critical step! How can the classroom teacher make students do something that will make the learning concrete? Consider this step the "extension" of the lesson. This is the "create" level of Bloom's taxonomy. Now that they have been taught something, what can they do with it? Is this a good place for them to blog? Wiki? Write a lesson for a textbook? Again, the PLC is invaluable to this step.



#### PROVIDE GUIDANCE AND PROMPTS:

Remind them of the rubric that the class will use to grade their final blog post. Encourage students to consider researching different marketing approaches by pointing them to think about successful marketing campaigns that target teenagers, such as advertisements for cell phone or iPods.

#### PROVIDE PRACTICE OPPORTUNITIES:

Use a computer lab so that kids can work on the computers. Encouraging them to find information themselves is more meaningful than learning it from the teacher.

#### PROVIDE FEEDBACK:

This will be done formally by their peers to help them redirect themselves. You should also circulate to help them as they craft their final blog post.

#### ASSESS THE LEARNERS' PERFORMANCE:

Each of the classes will be graded by a different class (without names associated to blog posts) using our rubric. The teacher may also want to invite the school's newspaper staff or some professionals from a local newspaper to help with the grading and feedback.

#### PROMOTE TRANSFER AND RETENTION:

Work with school's newspaper and with the local newspapers to have the quality projects posted in their respective papers. When students know that a larger audience will read their blog post, they will undoubtedly produce their best quality work.

For more information on lesson plans that incorporate technology, you may go to the Department's Instructional Technology Division's website—[www.ncwiseowl.org/IT](http://www.ncwiseowl.org/IT). Or you may contact Quida Myers at 919.807.3271.