



Ed Tech and CalTPA

Jane Foltz, 2019
CalStateTEACH



What's the point?





- What does CalTPA expect from candidates?
 - Why?
 - How to think about making ed tech decisions
 - A few tools for your consideration
 - Examples per the rubric
 - How to avoid feeling overwhelmed
-

Two big questions:

What if tech is limited
or non-existent?

What if I teach K-2?

And more for all grade levels...

CaITPA



Beginning teachers...



design



Beginning teachers...

design

implement



Beginning teachers...

design

implement

evaluate



Tech rich learning environments



they integrate...



subject matter knowledge

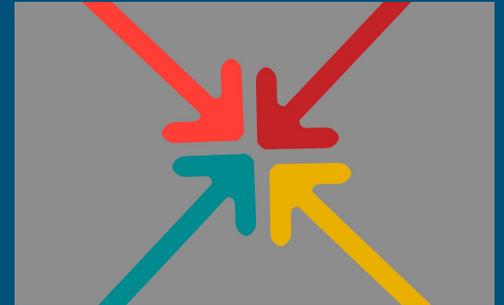


they integrate...



subject matter knowledge

pedagogy



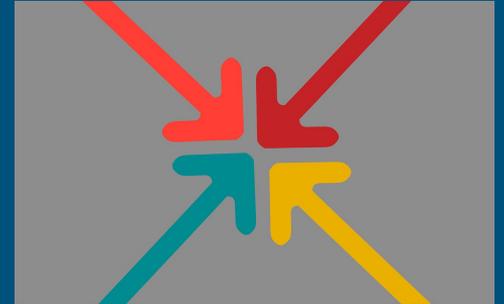
they integrate...



subject matter knowledge

pedagogy

available tech tools



...in order to

engage and support ALL students in learning

improve conceptual understanding

cultivate critical thinking

promote creative learning

...AND

provide personalized tech rich lessons

promote digital literacy

offer multiple means to demonstrate learning

offer multiple means of assessment

digital or virtual





This is not about apps...



it's about mindset...



PICRAT Matrix

C

CREATIVE

CR

CA

CT

I

INTERACTIVE

IR

IA

IT

P

PASSIVE

PR

PA

PT

STUDENTS' RELATIONSHIP TO TECH IS

TEACHER'S USE OF TECH _____ TRADITIONAL PRACTICE

REPLACES

AMPLIFIES

TRANSFORMS

R

A

T

This image is licensed under a CC BY 3.0 license by Dr. Royce Kimmons

P-I-C-R-A-T

Is students' interaction:

Passive

Interactive

Creative ?

Does teacher's tech use:

Replace

Amplify

Transform ?

traditional practice

Passive

Interactive

Creative?



Replace

Amplify

Transform?



JOIN A VIRTUAL FIELD TRIP

EXPLORER CLASSROOM

A program that beams Nat Geo explorers directly into classrooms from the field. Show your students that science, exploration, and conservation are alive outside their textbooks. Join a virtual field trip with a National Geographic Explorer!



Save



Meet other classrooms
from across town
or across oceans!

November 13-14, 2018

Skype-a-Thon

Open Hearts. Open Minds.

Rotation Demo Reflection Demo Dilation Demo #1 Dilation Demo #2 Michael

Secure <https://www.desmos.com/geometry/k8ft2xbo7> Desmos

Dilation Demo #1 Save

Construct Transform

Define Transformation

Dilation #1
Scale factor: 0.9
Applied 40 times

APPLY

Questions Asked: 2

Your partner: Kaylee

YOU ASKED
Does the parabola open up?
KAYLEE CHOSE
No

YOU ELIMINATED
X X X X X X X X

YOU ASKED
Is it symmetric about the y-axis?
KAYLEE CHOSE
No

Select graphs to eliminate based on Kaylee's answer. Then press the button below.

Eliminate Selected

In Polygraph students are paired up. One student picks the graph and answers questions, the other student asks the questions and tries to identify the chosen graph. Both students see the need for more precise vocabulary.

Need to Know

We invite students to solve challenging problems using the tools they already have. We create a need for new tools before we help students learn how to use them.



@MrsParadee

My Ss loved an @Desmos polygraph today. One of the first times Ss asked me for academic vocab. They had the need to communicate more clearly! #rmmsfam #MTBoS #iteachmath

Learn more about Polygraph



Building number sense one day at a time.



Search



Days

Blog

Lessons

Podcast

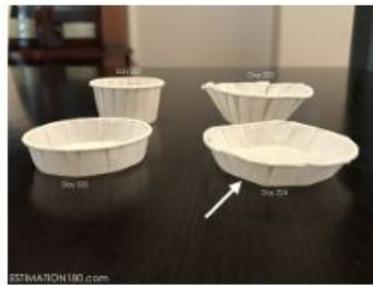
Clothesline Activities

Presentations & Workshops

About

Ketchup Container Estimates!!!

(days 221-224)



Use the [Ketchup Containers Desmos Activity](#) series of challenges with your class.



Fresh, adaptive reads
for every subject.



Narrow Your Choices

SUGGESTED FOR **beta**

Lower Elementary School (678)

Upper Elementary School (1950)

Middle School (5557)

High School (5470)

TEXT LEVEL

- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

READING SKILL

R.1: What the Text Says (3146)

R.2: Central Idea (3118)

R.3: People, Events & Ideas (2840)

R.4: Word Meaning & Choice (1719)

R.5: Text Structure (1029)

R.6: Point of

View/Purpose (606)

R.7: Multimedia (126)

R.8: Arguments & Claims (215)

Latest News

Articles



KIDS
06.04.19
Elite 8: National Spelling Bee too easy for octet of champs



LAW
06.04.19
What's in a name? When you're running for president, a lot



OPINION
06.04.19
Opinion: Too few Americans have foreign language skills



SCIENCE
06.03.19
All the hippo poop in East Africa's Mara River is a good thing. Really



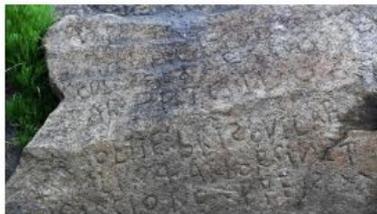
KIDS
06.03.19
Their after-school jam? Beethoven's "Ode to Joy"



ARTS
06.03.19
"The Sun Is Also a Star" is a timely film about interracial teen romance



LAW
06.02.19
Wreck of the last slave ship found after long, often frustrating search



ARTS
06.02.19
A village in France will pay you \$2,240 to decipher a rock

UDL





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What needs to be
demonstrated for CalTPA?

Rubric 2.4 — Step 2: Teach and Assess (educational technology)

Essential Question: How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide opportunities for students to use or access educational technology to learn or demonstrate the content-specific learning goal(s).	Candidate uses educational technology to present information in a one-to-many learning environment for a drill or practice type activity to achieve and/or demonstrate the content-specific learning goal(s).	Candidate provides students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s).	All of Level 3, plus: Candidate provides students choice of a selected range of educational technology to use to achieve and/or demonstrate content-specific learning goal(s). Students use educational technology to facilitate and enhance peer or group collaboration in or beyond the classroom (e.g., online documents, email pen pals, online interviews with students at another school or in another state or country).	All of Levels 3 & 4, plus: Students are knowledgeable enough about educational technology to independently choose which educational technology resources they want to use to achieve, demonstrate, and extend beyond the learning goal(s) of the lesson (e.g., students choose to use a graphics program to create and add images to their online document without being told to do this by the candidate).

TPEs and Elements: TPE 3, Elements 6, 8; TPE 4, Elements 4, 7, 8

Primary Sources of Evidence:

- 4 Annotated Video Clips

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not provide opportunities for students to use or access educational technology to learn or demonstrate the content-specific learning goal(s).</p>	<p>Candidate uses educational technology to present information in a one-to-many learning environment for a drill or practice type activity to achieve and/or demonstrate the content-specific learning goal(s).</p>	<p>Candidate provides students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate provides students choice of a selected range of educational technology to use to achieve and/or demonstrate content-specific learning goal(s).</p> <p>Students use educational technology to facilitate and enhance peer or group collaboration in or beyond the classroom (e.g., online documents, email pen pals, online interviews with students at another school or in another state or country).</p>	<p>All of Levels 3 & 4, plus:</p> <p>Students are knowledgeable enough about educational technology to independently choose which educational technology resources they want to use to achieve, demonstrate, and extend beyond the learning goal(s) of the lesson (e.g., students choose to use a graphics program to create and add images to their online document without being told to do this by the candidate).</p>

<https://www.thinglink.com/card/1192250597068242947>



Required video clip

—
“**Student** use of educational technology supports or demonstrates their content-specific learning.”



What if I teach K-2?

From NAEYC:

“Provide a balance of activities in programs for young children, recognizing that technology and interactive media can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world.”

Seesaw

Activity Library

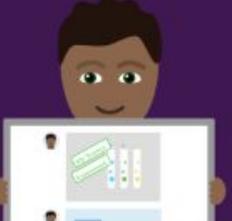
Seesaw My Library

All Grades ▾ All Subjects ▾

Getting Started with Seesaw in PreK - 1st Grade
5 Activities



Getting Started with Seesaw in 2nd - 5th Grade
5 Activities

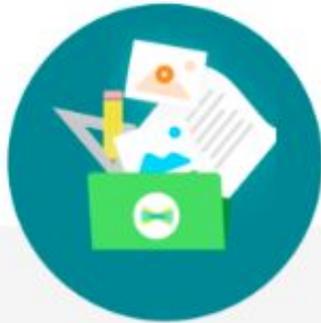


Getting Started with Seesaw for Older Students
10 Activities

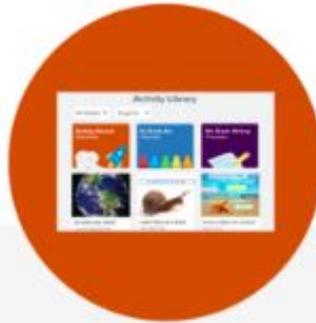


Seesaw

Student portfolios, an activity library, and family communication
all in one place

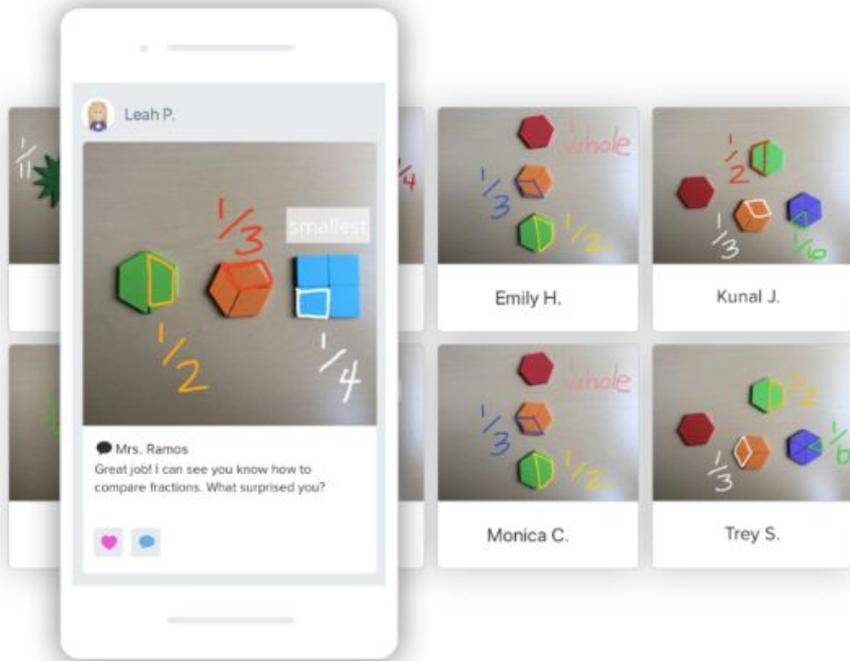


+



+





Gain insights to meet your students where they are

Understand strengths and areas for growth in real time so you can differentiate instruction to meet the needs of all your students



Educators

Digital storytelling is perfect for STEAM or STEM integration, language acquisition, interactive lessons, oral reading, collaborative writing, sequencing, class projects, year books, "how to" videos, common core lessons, webinars, online education ...

What if my site has limited
tech tools?

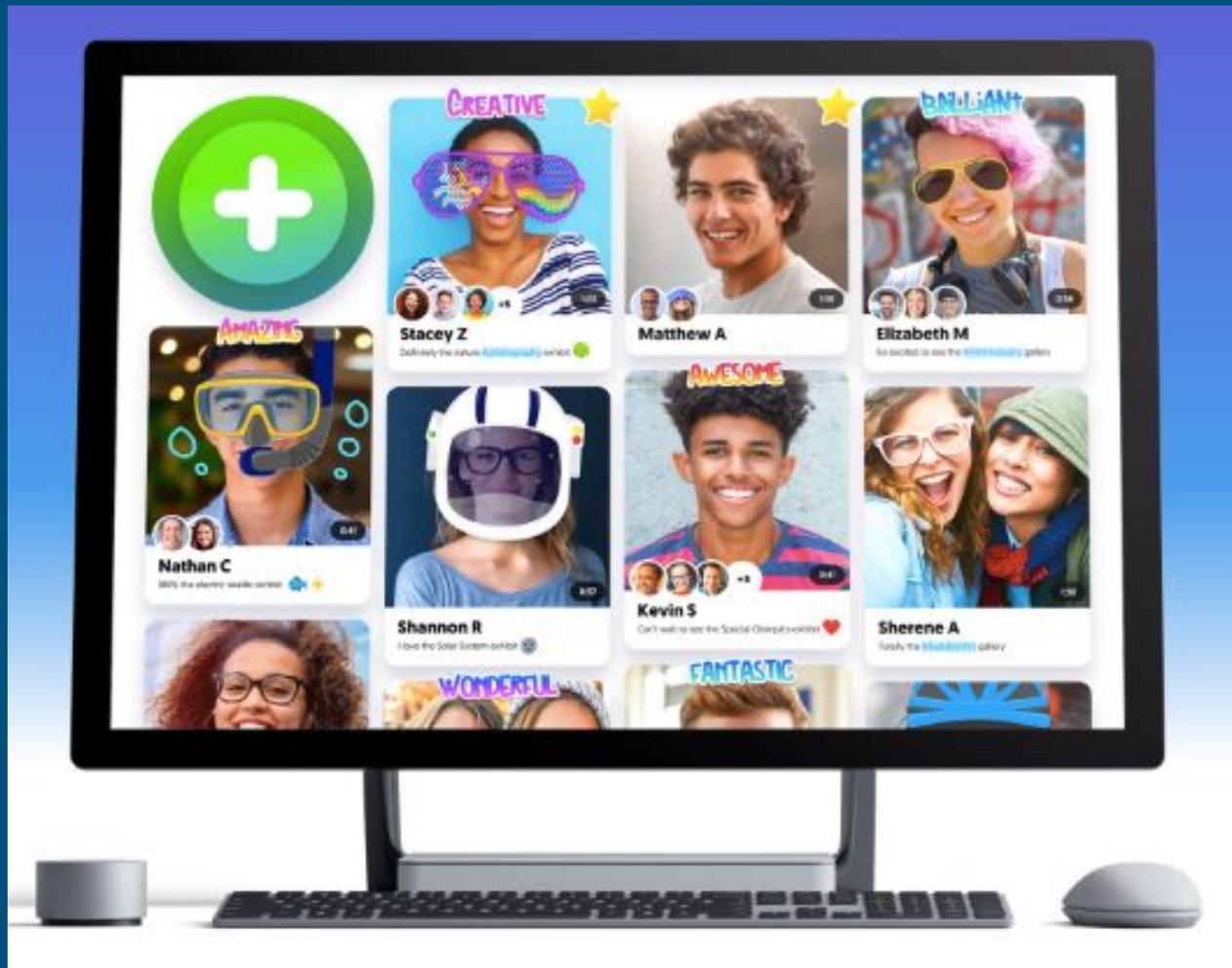


A few ideas:

- Set up a center with just one device and a task to be accomplished
- Students can BTO
- Students can use candidate's

Flipgrid





Stacey Z
Deliverly the value of [delivered](#) online



Matthew A



Elizabeth M
So excited to see the [delivered](#) gallery



Nathan C
100% the [delivered](#) quality online



Shannon R
I love the [Solar System](#) online



Kevin S
Can't wait to see the [Social Objects](#) online



Sherene A
Look, the [delivered](#) gallery



To sum up...



Planning

Begin with the end in mind

- Who am I teaching?
 - What do they already know?
 - What do I want them to know or be able to do?
 - How well?
 - How will I know that they have achieved or demonstrated the learning goal?
 - What learning activities will foster that result?
-



<http://bit.ly/EdTechFoltz>

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Resources

[Desmos \(math and more\)](#)

[Flipgrid 1](#)

[Flipgrid 2](#)

[Flipgrid tips for teachers](#)

Assessment

- A variety of tech tools for formative assessment
(including Plickers, a one-to-many tool)

