Orange County Public Schools

Leadership Orange

October 12, 2017

Digital Learning Program
Experience LaunchED

**Guiding Questions**

1. How do you see students and teachers using technology?
2. Explain how this is the same or different when compared to how you use technology in your career.
3. Use one word to describe the student actions you observed (ex. Engaged)
Do they relate?

Describe the process you used to create a report when you attended school.

What skills did you need?
What Skills Do Students Need Now?

What’s different?
Writing Standards Card Sort

1. Sort the cards based on the grade you think they need to be accomplished with Kindergarten coming first and 12th grade coming last.

1. Then, use the device provided drag and drop the statements and check your answers.
FL Standards = Future Ready Writing

Blended Learning

• Moving from “paper-ful” to “paper-purposed”
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Digital Production in the Cloud

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Teaching and Learning Focus

Why...  What...  How...  Major Tool

College and Career Readiness  Florida Standards  Instructional Framework  Digital Curriculum
Curriculum & Instruction
Understanding the Standards
Your child's experiences in school today are probably very different than what you experienced as a student.

The Bureau of Labor Statistics predicts there will be nearly 140,000 brand new positions created before 2022.
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School is changing to meet the demands of today’s and tomorrow’s work environment

Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) were both approved by the Florida Board of Education on February 18, 2014.

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Our goal is to prepare students for college and career.
What does "college & career" readiness mean?

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New Standards are a Step Forward

Consistent high expectations
  What’s considered 3rd grade work in one district now matches what is considered appropriate for 3rd graders in all districts.

Consistent content being taught across the district, state, and country
  Most states have adopted CCSS, the starting point from which Florida standards evolved
Florida Standards Have Changed the Way We Teach and Learn

Teachers…
- Increase rigor of content
- Serve as a facilitator of learning for all students
- Guide student practice, providing support when needed, as students gain independence with tasks

Florida Standards Have Changed the Way We Teach and Learn

Teachers…
- Develop a student-centered environment with many opportunities for peer collaboration
- Find new ways of teaching critical thinking skills
Students…

- Are **accountable** for their own learning
- Use **evidence** to support their ideas
- Think in a more **conceptual, analytical and global manner**

Students…

- Utilize **higher-order, critical thinking skills**
- Shift from memorization of terms to a **deep understanding of meaning**
- **Transfer skills** to new experiences
Literacy Shifts

Increase access and exposure to content-rich nonfiction text

50/50 in elementary school

70/30 by high school

Literacy Shifts

Using Information from the Text to Support Responses

- Reading, writing, speaking & listening with evidence grounded in text
- Students must use more than their background knowledge and experiences to respond to text.
  - Information from the text is necessary to support their stance, citing evidence to make a point
Literacy Shifts

Regular practice with complex text and academic language

- Close reading of complex texts

The Butterfly

The last, so very last
So richly, so dazzlingly yellow.
Perhaps if the sun's tears would ring
against a white stone--

Such, such a yellow
It seemed light as it was high.
It went away I'm sure because it wished to
kiss the world goodbye.

For seven weeks I've lived in here,
Penned up inside this place,
Wishing I never had so many laws,
And the white chestnut candles in the court.
Only to never see another butterfly.

Academic Vocabulary

Tier 1 words – heard in everyday conversation

Tier 2 words – found in books but not commonly heard in conversation (endearing, sinister)

Tier 3 words - academic vocabulary words that are specific to content areas such as “perimeter” and “photosynthesis”
Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them: Students ask themselves “Does this make sense?” They understand different ways to solve the same problem.

2. Reason abstractly and quantitatively: Students understand numbers and quantities more than just how to compute them.

3. Construct viable arguments and critique the arguments of others: Students compare two arguments and determine if the logic makes sense or if the reasoning is flawed.
Standards for Mathematical Practice


In each of the first three pools, decide what fraction of the square’s area is blue for the water and what fraction is white for the border. What patterns do you see? What fractions will occur in the next two rows of the table? How do you know that your answers are correct?

![Pool 1, Pool 2, Pool 3]

Standards for Mathematical Practice

5. Use appropriate tools strategically: Students are familiar with the tools (including technology) that are available to them and make choices about the best selection for the problem.

![Image of students with tools]
Standards for Mathematical Practice

6. **Attend to precision:** They communicate precisely to others. They calculate accurately and use the appropriate units of measure.

Standards for Mathematical Practice

7. **Look for and make use of structure:** Students look closely for patterns and structures. Young children may sort shapes according to the number of sides that they have.
Standards for Mathematical Practice

8. **Look for and express regularity in repeated reasoning:** For example, when dividing 25 by 11 students would realize that they are repeating the same calculations over and over and conclude they have a repeating decimal.

Procedural vs. Conceptual Knowledge

**Procedural Knowledge:** Knowledge of rules, algorithms, and procedures. (Rote Learning)

**Conceptual Knowledge:** Knowledge rich in relationships and understanding. To see the reasoning and to be able to justify.

When we teach students the procedures too early, they don’t have a chance to learn conceptually.
OCPS District Support

Feedback from Teachers:
● Not enough time
● Available resources too broad
● Standards too complex

Feedback from Leadership/Classroom Observations
● Instruction not aligned
● Content knowledge varies
● Understanding of student outcomes not evident

Educative Materials

“Curriculum materials for Grades K–12 that are intended to promote teacher learning in addition to student learning have come to be called educative curriculum materials.”

From “Designing Educative Curriculum Materials to Promote Teacher Learning” by Elizabeth A. Davis and Joseph S. Krajcik

What is Available

CRMs (Curriculum Resource Materials) for all core subjects
● Deconstructed Standards
● Unit Scales
● Notes about the Standards
● Mini-academies
● Academic Vocabulary
● Suggested Resources

Daily/Unit Lesson Plans included as part of the following CRMs:
● ELA 3–10
● Math K–8, Algebra 1, Geometry, Algebra 2
● Civics
● Biology
OCPS District Support

Let’s Take a Look

Elementary Example

Secondary Example

Tiered Support

- School Transformation
  - Intensive school support
  - Daily interaction with STO
- Corrective Programs
  - CP Sr. Administrators
  - Content Area Program Specialists
- Coaching Support
  - DPLC
  - Coach Meetings
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Intended Outcomes

- Increased Understanding of the Importance of Standards-based Instruction
- Increased Ability to Determine Alignment
- Increased Ability to Understand and Create Aligned Tasks
- Increased Capacity of School-based Coaches
- Transfer of Knowledge to Teachers