Come join in the conversation as we look at innovative professional learning strategies that can help you address your teacher’s needs while considering your own schedule – fixed or flex!

We will look at readily available resources and how to utilize them through various approaches.

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(forced copy of this presentation)
Digital Learning Competencies

- Leadership
- Digital Citizenship
- Content & Instruction
- Data Assessment
- Vision & Strategy
- Content & Instruction
- Human Capacity & Culture
- Personal Growth & Connectedness
- Community
School Library Media Professional Standards

- **Standard 1**: School Library Media Coordinators demonstrate leadership.
- **Standard 2**: School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.
- **Standard 3**: School library media coordinators implement a comprehensive 21st century library media program.
- **Standard 4**: School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.
- **Standard 5**: School Library Media Coordinators reflect on their practice.

[Link to full Standards]
Fixed or Flex Scheduling?

How can I be responsive to classroom needs?
How can I help facilitate appropriate use of digital content and resources?

**Standard 2:** School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

How can I effectively provide professional learning opportunities to my teachers?

**Standard 4:** School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

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Fixed or Flex Scheduling?

- What does your day look like?
- Do you feel effective?
- Is leadership aware of concerns and/or successes?
- What would you like your day to look like?

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How do you steer your professional learning?

Standard 5: School library media coordinators reflect on their practice.

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Teacher Working Conditions Survey

- Community Engagement and Support
- Teacher Leadership
- School Leadership
- Managing Student Conduct
- Use of Time
- Professional Development
- Facilities and Resources
- Instructional Practices and Support
- New Teacher Support

Results 2018

nc.teachingconditions.org

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Teacher Working Conditions Survey

- Can be viewed at 3 levels
  - State
  - District
  - School

- Reports have 3 forms
  - Result details broken down per question
  - Percentages with no comparison
  - Percentages with comparison to prior survey

nc.teachingconditions.org

Which questions float to the top that can help inform our work?

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Teacher Working Conditions Survey

Professional Development

- Sufficient resources are available for professional development in my school.
- An appropriate amount of time is provided for professional development.
- Professional development offerings are data driven.
- Professional learning opportunities are aligned with the school’s improvement plan.
- Professional development is differentiated to meet the individual needs of teachers.
- Teachers have sufficient training to fully utilize instructional technology.

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Teacher Working Conditions Survey

Professional Development

- Teachers are encouraged to reflect on their own practice.
- In this school, follow up is provided from professional development.
- Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.
- Professional development is evaluated and results are communicated to teachers.
- Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.
- Professional development enhances teachers' abilities to improve student learning.

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Teacher Working Conditions Survey

Instructional Practice and Support

- Local assessment data are available in time to impact instructional practices.
- Teachers believe almost every student has the potential to do well on assignments.
- Teachers believe what is taught will make a difference in students’ lives.
- Teachers know what students learn in each of their classes.
- Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.
- Teachers use digital content and resources in their instruction.

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# DLI Progress Rubric

- [ncdl.fi.ncsu.edu/rubric](ncdl.fi.ncsu.edu/rubric) (hard copy)
- [https://schools.nc.gov/dlrubric](https://schools.nc.gov/dlrubric) (online)

## LEADERSHIP

### Early
- Digital tools are **rarely** used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.

### Developing
- Digital tools are **occasionally** used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.
- **Few** school leaders maintain a digital culture within their schools, in which the collaborative, transparent, free-flow exchange of information takes place among sub-groups of school faculty.

### Advanced
- Digital tools are **consistently** used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.
- **Many** school leaders maintain a digital culture within their school, in which the collaborative, transparent, free-flow exchange of information takes place among all school faculty.

### Target
- Digital tools are **continuously** used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using ongoing, two-way communication.
- **All** school leaders maintain a collaborative, transparent digital culture within their school, in which the free-flow exchange of school information takes place among all school faculty and staff.

---

**For Districts**

(Version 2.0, Revised February 2016)  
[PDF / DOCx](#)

**For Schools**

(Pilot Version 1.0, Revised September 2016)  
[PDF / DOCx](#)

**For Charters**

(Pilot Version 1.0, Revised March 2017)  
[PDF / DOCx](#)
EOCs, EOGs, Reach to Achieve & More!

Example Data

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Schoolnet Reporting

- District Benchmarks
- School Assessment
- Shared School Assessment
- Classroom Assessment

Reports
- Student and Classroom Levels
  - Standards Mastery
  - Skills Analysis
  - Item Analysis

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## School Performance Grade

<table>
<thead>
<tr>
<th>Achievement Indicators</th>
<th>Score</th>
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<tbody>
<tr>
<td>Reading EOG Proficiency</td>
<td>60</td>
</tr>
<tr>
<td>Math EOG Proficiency</td>
<td>63</td>
</tr>
<tr>
<td>Science EOG Proficiency</td>
<td>88</td>
</tr>
<tr>
<td>Biology Proficiency</td>
<td>.</td>
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<tr>
<td>Math I Proficiency</td>
<td>.</td>
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* * = < 5% of students; 95% = ≥ 95%

<table>
<thead>
<tr>
<th>Growth Status</th>
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<tbody>
<tr>
<td>Met</td>
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<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>65</td>
<td></td>
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<tr>
<td>77.2</td>
<td></td>
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<tr>
<td>68</td>
<td>C</td>
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<td>65</td>
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</table>
SHARE HOW YOU HAVE USED DATA!
(or would like to use)

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INFORMED AND DOABLE PROFESSIONAL LEARNING STRATEGIES!

Standard 5: School library media coordinators reflect on their practice.
Innovative Approaches to Facilitate Professional Learning

- Offer awareness session only
- Offer facilitated completion
  - Awareness session
  - Online collaboration during year while teachers complete
    - LMS threaded discussion
    - Google doc
    - Twitter chat
    - Other collaborative forums
  - Check-in sessions throughout year - possibly quarterly
  - Use online materials for all/partial face-to-face sessions
  - Use online materials for all/partial face-to-face sessions (do together)
DOABLE RESOURCES!
Always remember to utilize NCWiseOwl!

www.ncwiseowl.org

NCWiseOwl Toolkit

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NCWiseOwl Toolkit Resources

https://ncdpi.instructure.com/courses/1276

- Britannica School
  (Under Category select Classroom Materials, refer to resources related to Britannica School)

- EBSCOhost
  - Scavenger Hunts
  - Curriculum Integration Resources
  - Lesson Plans and Handouts
  - Lesson Plans (Elementary)
  - Lesson Plans (Middle)
  - Lesson Plans (High)
  - EBSCO Help
  - Research Guides
  - Lexiles FAQ

- Gale Online Resources
  - Gale Support Portal
  - Scavenger Hunts and Exercises
  - Lesson Plans
  - Learning Management System Integration

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NCWiseOwl Toolkit Resources
https://ncdpi.instructure.com/courses/1276

Britannica Examples:
- Image Quests
- Graphic Organizers
- Mathematics in Context

EBSCO Examples:
- Scavenger Hunts
- Leveled Lesson Plans
- Research Guides

EBSCO Examples:
- LMS Integration
- Research Tools
- Scavenger Hunts/Lesson Plans

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Google Educator

https://teachercenter.withgoogle.com/certification_level1

- **Level I** - If you're an educator who knows how to use Google tools in the classroom, this certification proves your proficiency.

- **Level II** - If you're an educator who is a super user and enthusiast of Google tools in the classroom, this certification proves your expertise.

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Who is a Common Sense Educator?

Common Sense Educators are committed to helping kids and schools thrive in the digital age. Anyone who is an educator -- whether a classroom teacher, administrator, tech coach, librarian, homeschool teacher, preservice teacher, parent coordinator, or community partner-- can become a Common Sense Educator.

Why become a Common Sense Educator?

- Earn a badge that publicly affirms your commitment to helping students think critically and use technology responsibly to learn, create, and participate.
- Build your confidence teaching digital citizenship and integrating technology into your classroom, school, or district.
Microsoft Innovative Educator

https://education.microsoft.com/microsoft-innovative-educator-programs/mie

MIEs use Microsoft tools in the classroom and have learned the fundamentals of applying technology in education. Earn points for this designation through several different pathways.

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Apple Teacher is a free professional learning program designed to support and celebrate educators using Apple products for teaching and learning. As an educator you can build skills on iPad and Mac that directly apply to activities with your students, earn recognition for the new things you learn, and be rewarded for the great work you do every day.

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**Hear any good stuff yet?**

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PBS TeacherLine’s facilitated and self-paced PD courses are designed to benefit both beginning and experienced teachers. Topics include science, reading, social studies, math, instructional strategies, and instructional technology.

**Innovative:** Acquire new strategies and tools you can use right away to enhance classroom instruction.

**Engaging:** Interact with peers and experts in a virtual learning environment.

**Flexible:** Discover anytime, anywhere learning that fits into your busy schedule. Choose from 15, 30, or 45-hour facilitated courses or enroll in a 1.5 or 3-hour self-paced course.
Kung Fu Canvas is a professional development course for institutions to use to train anyone teaching a course or building a course in Canvas. This course is a GREAT place to start learning Canvas or to fine-tune your existing Canvas skills!

You can earn Kung Fu Canvas belts (badges) as you progress through the course. Learners will be able to create a course and be familiar with all the features in Canvas.

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Flexible & Collaborative

Detailed models and suggestions for implementing “self-paced” modules in your LEA are provided in the Implementation Guide.

“Self-paced” modules don’t have to be done alone! They can be implemented in a variety of ways. We recommend professional learning communities (PLCs), whether online, offline, or in a hybrid format, but teachers can use the modules for self-directed learning.

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Library of Congress

http://www.loc.gov/teachers/professionaldevelopment/

Professional Development Content

Explore the professional development content from the Library's professional development institutes and workshops.

**PD Activities**

Download and facilitate ready-to-present professional development modules.

**PD Videos**

Explore short videos on using resources and teaching strategies for using primary sources in the classroom.

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Schoolnet
https://schoolnet.tms.pearson.com/

These documents and videos are designed to get you up and running with Schoolnet. Based on your user permissions and site configurations, some content may vary from what you see on the screen.

- Resources for end users (teachers and administrators).
- Resources for site administrators.

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I know you have heard some good stuff by now!

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Other Professional Learning Sources to Recommend to Teachers and Administrators

- NCCAT: https://www.nccat.org/programs/nccat-online
- OER Commons: https://www.oercommons.org/training
- Bloomboard: https://bloomboard.com/
- Teachers First: https://www.teachersfirst.com/ok2ask/
- MOOC-Ed: https://place.fi.ncsu.edu/

Always confirm that CEUs will be accepted by local LEA/Charter.
Resources

- Teacher Working Conditions Survey
- NCDLMI Reporting Tool
- NC School Report Cards
- NC Digital Learning Dashboard
- NCDPI Accountability and Testing
- NC Digital Learning Progress Rubric
- Home Base - Schoolnet (info)

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NCDPI DTL EAST
Area Consultant

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