Leveraging your digital ecosystem to impact learning

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HISD’S DIGITAL ECOSYSTEM – POWERUP

- TECHNOLOGY
- THE “HUB”
- PERSONALIZATION

PowerUp
HISD | TRANSFORMING TEACHING AND LEARNING

digital resources
master courses
ITSL library (LOR)
Stage 1
• Establish foundations – Focus on instruction, key strategies and skills, and device distribution

Stage 2
• Implement instruction using LMS and digital resources/strategies – Systematic professional development and coaching of teachers

Stage 3
• Build instructional maturity – Use of Global Graduate profile and Technology Integration Matrix (TIM)
The “why” of the work. The Global Graduate Profile provides a set of standards and expectations for students and the teachers and leaders who support them.
What does good instruction look like? The TIM provides a developmental model to inform educators of the characteristics and exemplars of the effective use of technology in instruction.
From the start of PowerUp, district leaders and administrators from key parts of the organization have owned the work of using technology tools, resources, and strategies to transform teaching and learning.
The LMS LOR (“Library”) provides a comprehensive collection of instructional materials and resources acquired by –

- *curation*
- *creation*
- *procurement*
Clever in the LMS facilitates SSO access by teachers and students to publisher content and platforms.
THE EXAMPLE OF TWO SCHOOLS
• Established in 2014
• Enrollment: 699
• Free and Reduced Lunch: 58%
• Magnet: Lottery admissions
ENERGY HS – LEVERAGING THE LMS

- School wide
- Students and teachers search the HUB Library
- Resources curated by teacher
ENERGY HS – LEVERAGING THE PLANNER

PBL 3: Model UN

**Driving Question**
How can we, as UN Council Members, mitigate the impact of human civilization on evolutionary rates?

**Essential Understanding**
Students will explore biological evolution and classification by analyzing common ancestry, fossil records, how natural selection produces changes in populations, elements of natural selection, adaptation, effects of evolutionary mechanisms, taxonomy, and using hierarchical classification systems.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
<th>Deliverables (Calendar)</th>
<th>Project Extensions</th>
<th>Cross Curriculum Connections</th>
<th>Accomodations</th>
<th>Learning Objectives</th>
<th>Resources</th>
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<tbody>
<tr>
<td>PBL 3: Model UN</td>
<td>We will be holding a mock Model United Nations council. Student groups will be given a packet of documents.</td>
<td>For both Biology and Geography courses, click here to find weekly objectives, daily lesson plans as well as due dates.</td>
<td>PreAP students will use the flipped classroom method for research and NSTA's argument-driven inquiry.</td>
<td>Click to add text.</td>
<td>Link to google accommodations file.</td>
<td>SCI.9-11.6.G</td>
<td>SCI.9-11.7.A, SCI.9-11.7.B, SCI.9-11.7.C, SCI.9-11.7.D</td>
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**Date:** 1/4 - 2/19
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Established in 1913
Enrollment: 1,922
Free and Reduced Lunch: 92%
ELL: 22% (25% of 9th Graders)
Competency-Based Learning – Students engage in a fluid learning environment that pushes them to demonstrate mastery in learning objectives before progressing to the next standard. Students get individualized instruction that is tailored to their specific and individual learning needs. Students make progress regardless of time, place, or pace of learning.

Student Learner Profiles – Students have an individualized learner profile that contains detailed information on students’ academic progress, college and career goals, learning styles, and likes and dislikes. The goal at Austin High School is for students to have agency over their learning that is driven by the information in their profile.

Project Based Learning / Maritime – Students engage in cross-curricular projects aligned to our maritime pathway. These projects provide students with real life industry experiences and provide them with the skills necessary to work in a collaborative work force.

Culture – A strong and supportive culture is the anchor for our work. All students within the mini-academy are provided with a mentor that helps them navigate the complexities of high school. This mentor serves to help students establish agency in both personal and academic goals and engage in continuous reflection to meet those goals. Additionally, all students work toward personal independence through the explicit teaching and execution of character strengths, such as self-control and perseverance.
AUSTIN HS – LEVERAGING THE LMS

Build (Part 1)

Over the next week you will be working independently on a budget project. You are to imagine your life 10 years from now, plan out the type of lifestyle you want to afford, and choose a career to support it. There will be 3 parts to the project:

Part 1: The first step is to brain storm. Complete the survey linked here for your first grade of the project. **Due by 5/5**

Part 2: You will choose a career and complete a lifestyle calculator and budget sheet of all your monthly expenses. **Due by 5/10**

Part 3: You will create a poster with the finished project of your planned future!! This will be your last (and EASY!) dock of the year. **Due by Friday 5/12.**
Thanks!

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