Building a Culture of Writing
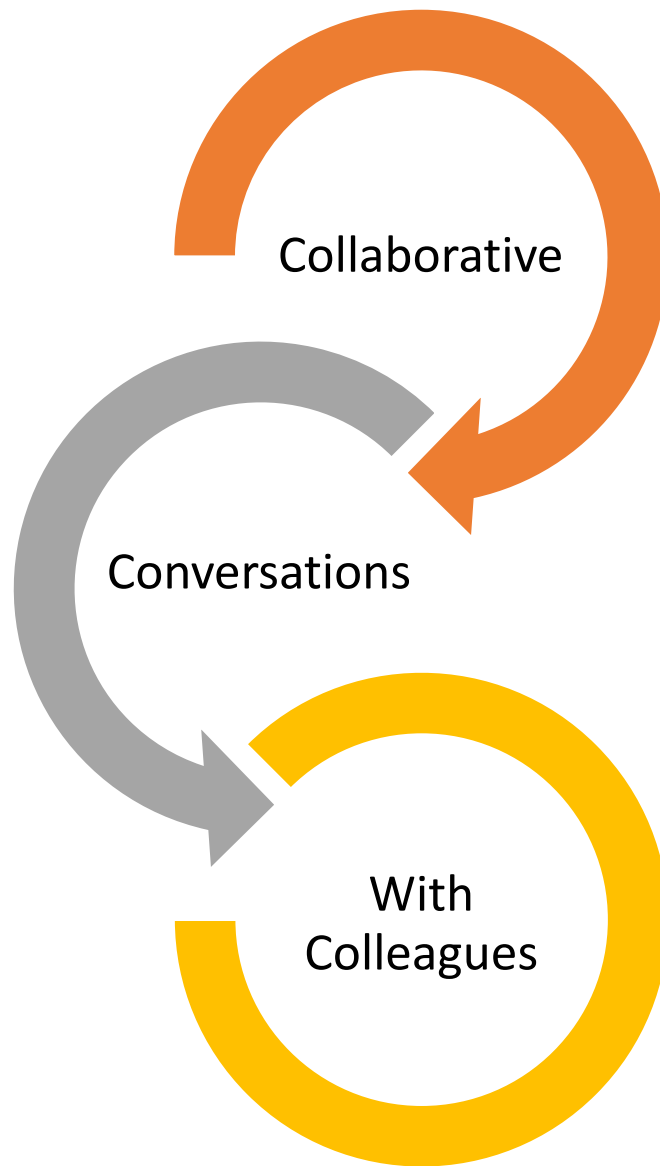
Collaborative

Conversations

With Colleagues

Professional Learning Guide (K-5)
Digital Literacy

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

Discussion of Webinar Content	Suggested time: 10 minutes
Small Group Work	Suggested time: 15 minutes
Break	Suggested time: 5 minutes
Plan for Implementation	Suggested time: 40 minutes
Share plan	Suggested time: 10 minutes
Reflection	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or "hold" their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions or on poster paper.
Divide your group into smaller teams to match the number of questions you have.
Give a different color marker to each team, and have each team start at a particular question.
At each question, participants should brainstorm responses or points they want to make about the posted question.
After 2-3 of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Harvey, S., & Daniels, H. (2009). Comprehension and collaboration: Inquiry circles in action. Portsmouth, NH: Heinemann.

After viewing:

"Opening Moves" is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty's 4 "A"s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrfharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think_____, but now I think_____ **or**

I used to think _____ and I still think_____

Have participants share and explain their shifts in thinking.

Resource:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or "hold" their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section.   Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.
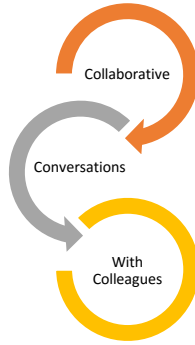
Session 5: Digital Literacy

Lead Presenter: Dr. Meghan Welch   *Co-Presenter: Alison Eber*

Session Overview: In this 90 minute session, participants will deepen their understanding of digital literacy. A theoretical discussion will frame how to think about digital tools and texts as a means of student participation in their classroom community. Practical applications will follow as teachers learn innovative ways to engage students in the practice of accessing information, participating in authentic digital writing tasks, and sharing information using digital tools.

Objective(s): By the end of this session, participants will be able to:

- critically think about the use of digital tools in the classroom
- consider developmentally appropriate practice when choosing digital tools
- support students with accessing, exploring, analyzing, and creating digital text
- employ authentic tasks that emphasize effective use of digital literacy across the curriculum

Activator

Questions to consider prior to viewing webinar

- What is your understanding of the concept "digital literacy?"
- How do you currently use digital media in your instruction?
- What has been the most successful?
- What barriers (if any) prevent you from utilizing digital media in your instruction?

Guide for Follow-up Session

Materials: Index cards   Chart paper   Markers   Digital device

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)   *Suggested time: 10 minutes*

- Hand each participant an index card and have them complete the sentence "digital literacy is_____"
- After about 1 minute, ask them to share their ideas with a partner
- Ask volunteers to share with the group; Write their ideas on a chart
- Ask, "What resonated most with you in the webinar?" (Ah ha moment)
- What are you still wondering about?

Work Period

Step 1. Small Group Work   *Suggested time: 25 minutes*

a. Have participants partner with others in similar grades. Content area and/or support staff members should assign themselves to the grade levels in which they teach.
b. Invite the groups to explore some of the following digital websites:

http://popplet.com/

http://edu.glogster.com/

https://storybird.com/

https://www.text2mindmap.com/

https://www.thinglink.com/

https://newsela.com/

http://kidblog.org/home/

c. Tell participants that each group will select one of the sites to create a concept map, poster, or a short story.
d. Allow time for groups to share.

Break   *Suggested time: 5 minutes*

Step 2. Create a Plan for Implementation   *Suggested time: 30 minutes*

Say to participants, "After participating in the webinar and exploring digital websites, how do you plan to engage students in the practice of accessing, developing and sharing information

using digital devices?" Have them create a lesson plan that includes the use of digital media. Remind them to identify the standards that will be addressed in the lesson.

Step 3. Share plan   *Suggested time: 10 minutes*

Have participants organize themselves into groups of 3-4. Allow time for them to share their lesson with the group.

Closing Moves

Reflect on what we have learned   *Suggested time: 10 minutes*

Use the 3-2-1 Activity as a framework for reflecting on today's session.

3-2-1 Activity

3	*List 3 new things you learned*
2	*List 2 things you found MOST interesting*
1	*List 1 question that you still have about digital literacy*

3-2-1 Reflection Activity

3	List 3 NEW things you learned
2	List 2 things you found MOST interesting
1	List 1 QUESTION that you still have about assessing writing

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Pasisis, G. (2015). The flipped reading block: Making it work: How to flip lessons, blend in technology, and manage small groups to maximize student learning. New York: Scholastic.

Shukar, M. & Terreni, L. (2013). Self-authored e-books: Expanding young children's literacy experiences and skills. *Australasian Journal of Early Childhood, 38*(3), 17-24.

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