

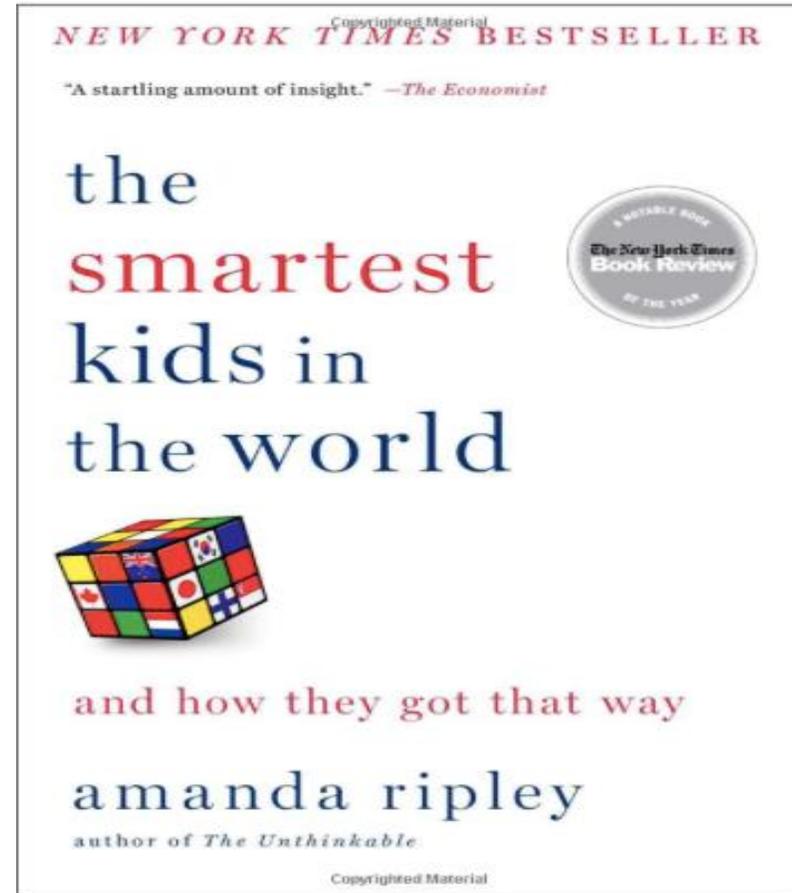
Equity of Participation in a Digital World

Caitlin McMunn Dooley, Ph.D.

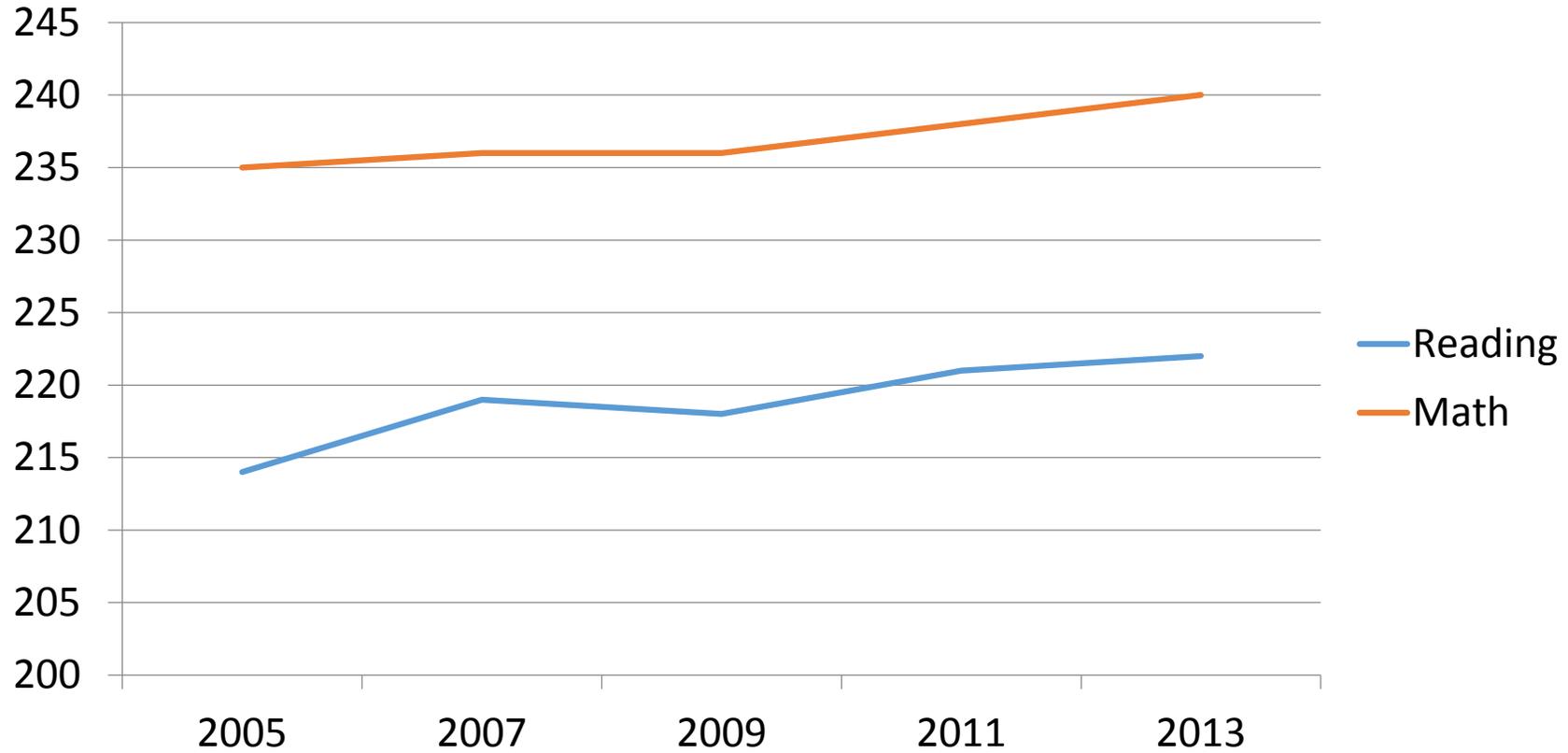


From “International Crisis” to “Opportunity to Learn”

- Move beyond the “crisis rhetoric”
- Failed policies in other countries may become failed policies in the US (e.g., teacher evaluation)
- Importance of “rigor” & high expectations across all segments of society



Georgia's NAEP Fourth Grade Math and Reading



Georgia School Superintendent: We test our students too much

Jul 28, 2015, 3:24pm EDT Updated Jul 28, 2015, 4:48pm EDT

INDUSTRIES & TAGS Education

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Phil W. Hudson



Staff Writer
Atlanta Business Chronicle

Georgia's students will take fewer tests starting with the 2015-2016 school year.

In an attempt to decrease the financial and human resources burden on all school districts, the Georgia Department of Education (GaDOE) will cut the number of Student Learning Objectives (SLOs) schools must administer.

HOME OF THE DAY

SPONSOR LISTING



This Residence has all the Bells &



Georgia's students will take fewer tests starting with the 2015-2016 school year.

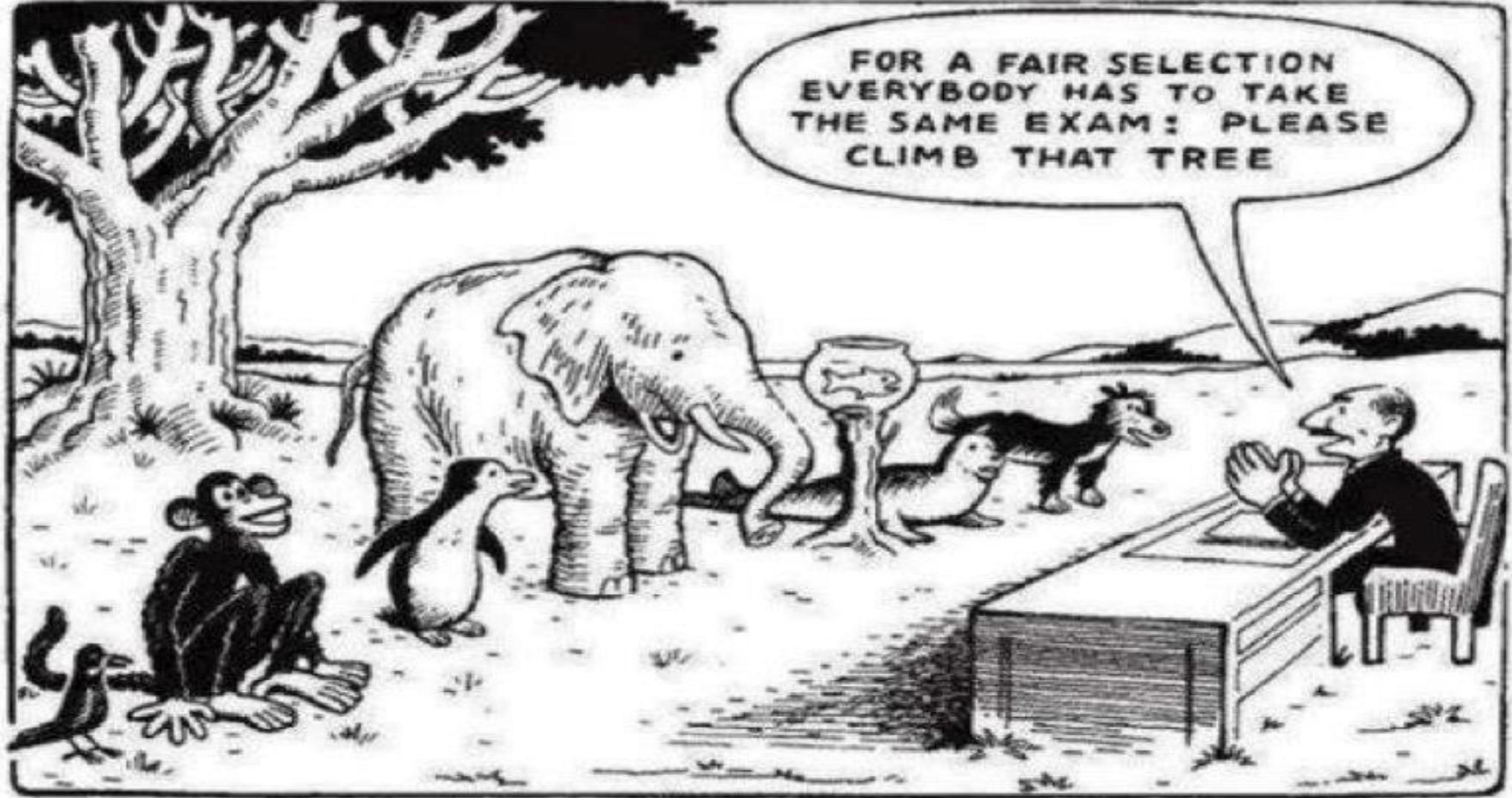
DONNA ABBOTT-VLAHOS | ALBANY



ascendô
RESOURCES



“Testing Drives Instruction”



Our Education System

The logic of the problem
is not
the logic of the solution

What's going right?

Where do we go from here?

- High standards
- Challenging goals
- Technology integration
- Improved school climates
- Family and community engagement



Testing and Accountability

TEACHING AND LEARNING

Equity of Opportunity



"We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to succeed as anybody else."

Why is this SO Important NOW?





THE OLD BRIDGE.





THE BRIDGE WAS CAST AT COALBROOK-DALE AND ERECTED IN THE YEAR 1825



长江大桥

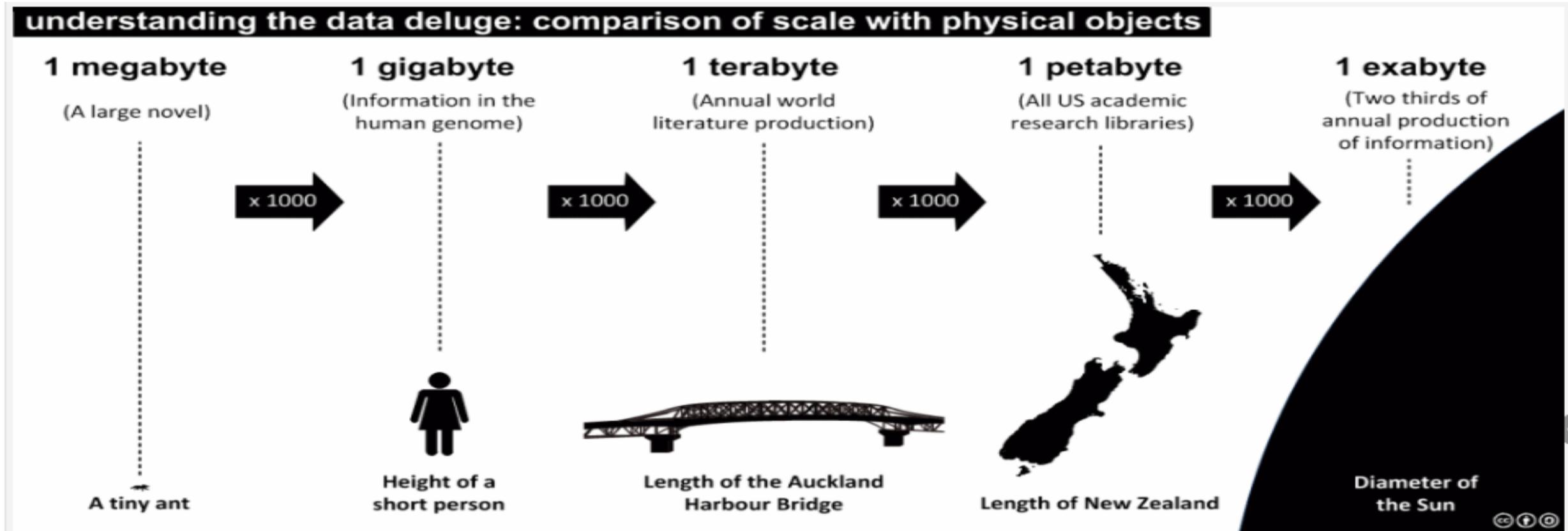




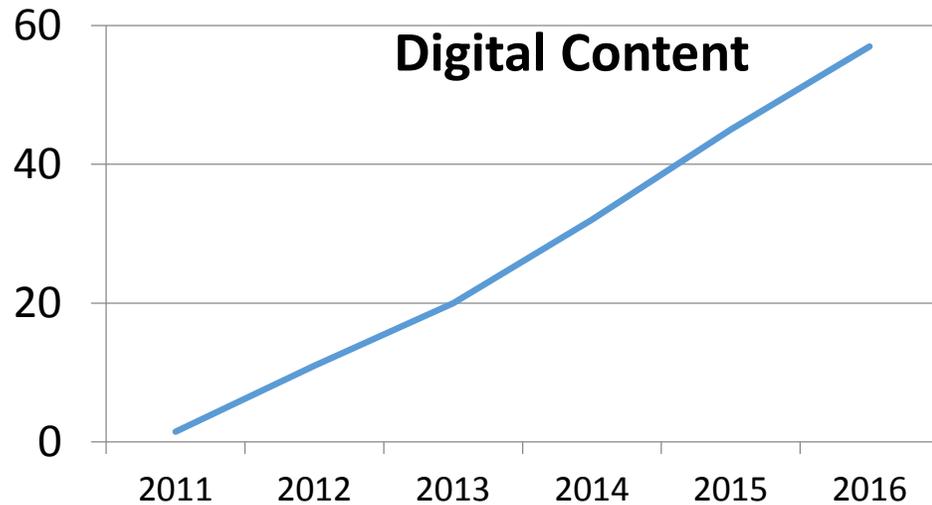




Exponential Growth of Knowledge



Shifting Instruction: Digital Content



- Digital content = 30% market for K-12 learning resources at end 2014
- Expected growth: 57% by end of 2016
- Print *AND* Digital will continue



(Sources: [Simba Information](#), [Ed Week](#))

File [Navigate](#) [Options](#) [Annotate](#) [Documents](#) [Manuals](#) [Help](#)

Document Title:

Document URL:

What's New, June 1993

June 27, 1993
 Digital Equipment Corporation is running a [Web server](#) from the [OSF/1 FAQ's](#), [DEC research reports](#), and more.

The Army Research Laboratory is now running a [Web server](#). It has [KSR-1 supercomputer at ARL](#), and more.

Information on the [Front Range Consortium](#) is now online -- here and [NOAA/FSL](#).

The [Navy Research Laboratory Advanced Concepts Group](#) is now online.

June 25, 1993
 A [Web server](#) has been installed at the Centre Universitaire d'Informatique. CUI is available, as well as a number of other experimental servers.

June 24, 1993
 The Institute for Theoretical Physics at State University of New York at Stony Brook is now online. It has [bulletins](#), a directory of [people](#), and [local system documentation](#).

HyTelnet 6.5 is now online; see [here](#).

If you haven't tried it yet, take a look at the [Web server](#) running on the [Mosaic](#) term, a MOO is a "consensual text-based virtual world. Since these systems commonly feature MUD clients!) directly into the online virtual world.

June 23, 1993
 A new server at Georgia Tech is [here](#); see in particular the hypermedia version of [The Whistle](#) and [inform](#).

June 22, 1993



Search this site...

Richard Woods, Georgia's School Superintendent

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

LATEST ▶ Math Summer Professional Learning Institute for Teachers ▶ FREE S

Richard Woods, Georgia's School Superintendent

From Superintendent Woods: Message to ...

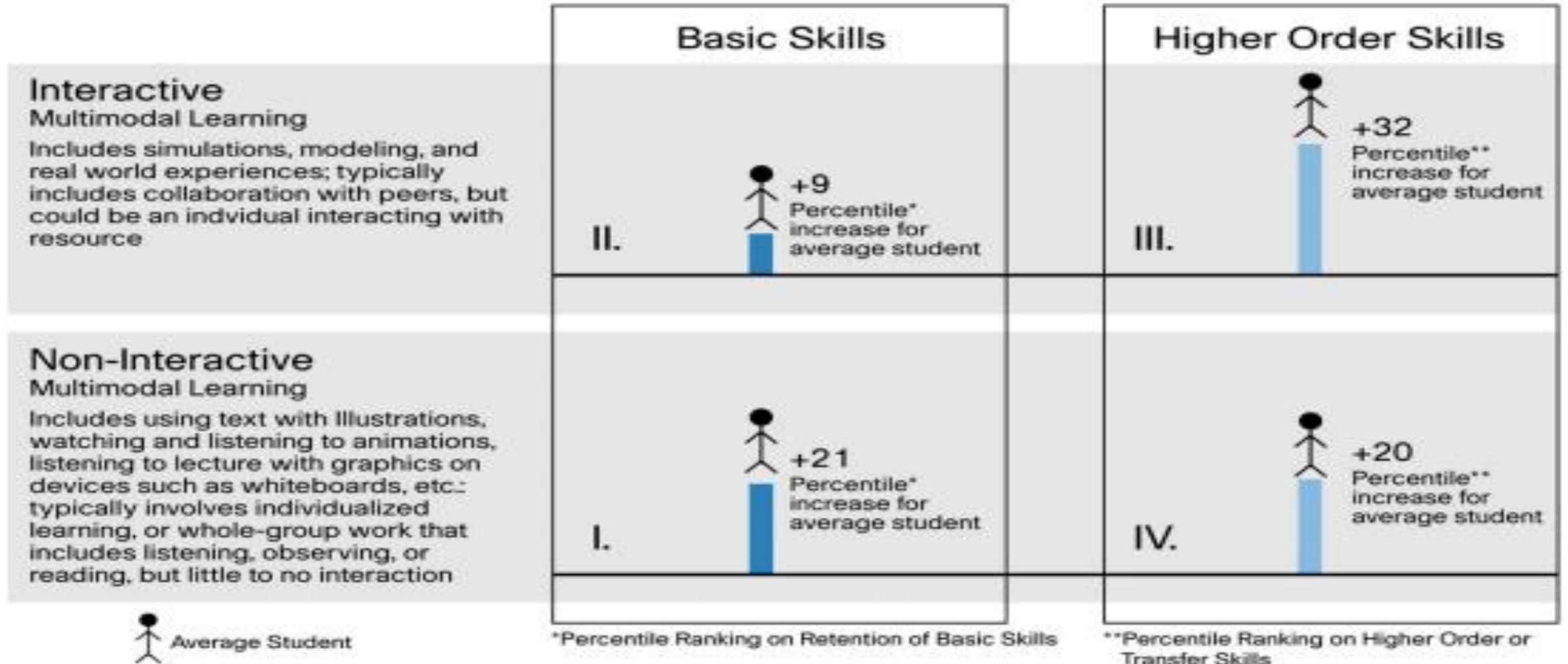
Shifting Instruction: Participatory Pedagogies

- ▶ Parent Engagement Program
- ▶ Teacher Resource Link
- ▶ Student Advisory Council
- ▶ Accountability
- ▶ Parent Advisory Council
- ▶ Teacher/Leader Effectiveness
- ▶ Career Clusters/Pathways
- ▶ Accounting Services
- ▶ Home Schooling
- ▶ Professional Learning
- ▶ Assessments
- ▶ Advanced Placement

Figure 8. Impact of Multimodal Learning (Verbal and Visual)

The Impact of Multimodal Learning in Comparison to Traditional, Unimodal Learning

Findings Reported Separately for Basic Skills and Higher Order Skills, and by the Inclusion or Absence of Interactivity



Source: Cisco Systems, 2008

Equity of Access

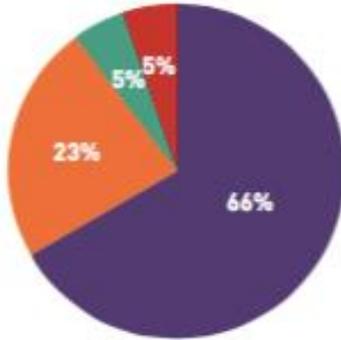
&

Equity of Participation

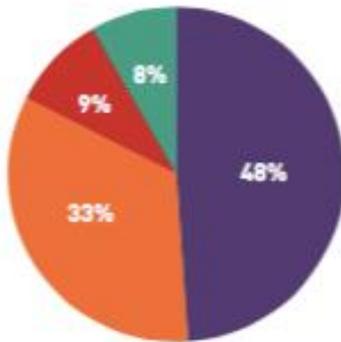
Figure 1: Rates of digital ownership and connectivity among families below the median income

High-speed home access Mobile-only access
Dial-up home access No personal access

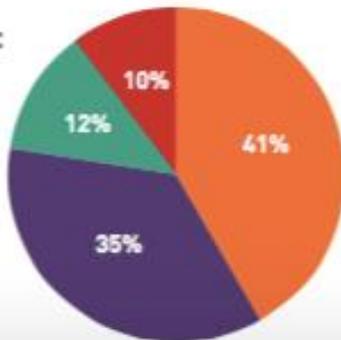
All low- and moderate-income families



Families below the poverty level



Immigrant Hispanic families



Equity of Access

“ I had (Internet Essentials³) because (my children) had assignments that they needed the computer for... I hated it. It wasn't working. It was too slow, it would freeze and they couldn't get anything done. We had it for almost a year. I just got rid of it. I was paying \$10 (a month) to not use it. ”

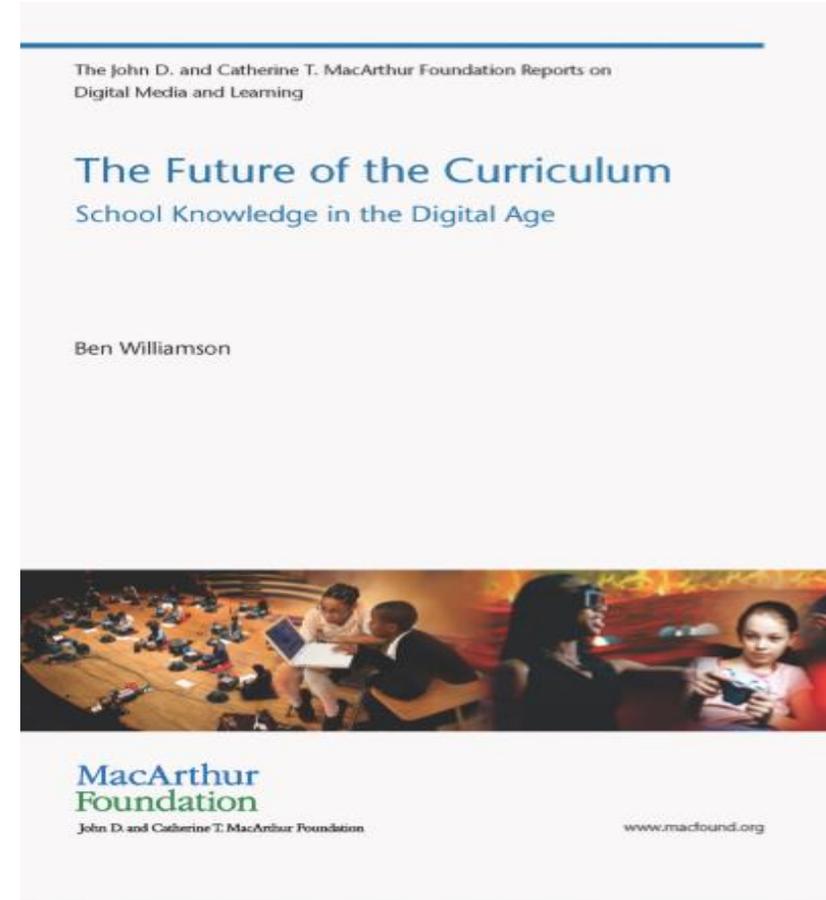
—Parent of a seventh grader in Colorado

Equity of Participation



Shifting Schools: “Centrifugal Schooling”

- Learner-centered
- Multiple “suppliers”
- Digital delivery
- Digital “participation”
 - Producers
 - Writers
 - Informed consumers



Paradigm Shift: Schools in the Digital Age

Shifting Instruction

- Moving from didactic, fragmented instruction to interactive, integrated learning (STEAM)
- Adapting to new literacies (including engineering, design, and computer science)
- Empowering learners to inquire
- Using technology to connect with peers and communities
- Changing assessments to ***profile*** learners, classrooms, and schools

Shifting “Schools”

- Assessing systems in more formative, embedded ways (think “analytics”)
- Networking collaborative teams to look at data and problem-solve together

Shifting Communities

- Networking data systems to create comprehensive views of populations
- Connecting communities around shared opportunities to improve learning outcomes



Shifting Instruction

K-8 Computational Thinking

```
set thenumber to pick random 1 to 10
say I'm thinking of a number from 1 to 10. You have 3 guesses. for 2 secs
set guess to 0
repeat until (guess = 3 or numberentered = thenumber)
  ask join Guess guess + 1 and wait
  set numberentered to answer
  change guess by 1
if (numberentered = thenumber)
  say You guessed correctly for 2 secs
else
  say You didn't guess the number for 2 secs
```

The image shows a Scratch script for a number guessing game. The script starts by setting a variable 'thenumber' to a random value between 1 and 10. It then says 'I'm thinking of a number from 1 to 10. You have 3 guesses.' for 2 seconds. A 'guess' variable is set to 0. A 'repeat until' loop runs until 'guess' equals 3 or 'numberentered' equals 'thenumber'. Inside the loop, it asks the user to guess the number (displaying 'Guess' followed by the current guess value), waits for the answer, sets 'numberentered' to the answer, and increments 'guess' by 1. After the loop, an 'if' statement checks if 'numberentered' equals 'thenumber'. If true, it says 'You guessed correctly for 2 secs'. If false, it says 'You didn't guess the number for 2 secs'.

Experiential Learning



Georgia Adopt-A-Stream

GEORGIA'S VOLUNTEER WATER QUALITY MONITORING PROGRAM



- Adopt-A-Stream
- Get Involved
- Groups
- Sites
- People
- Data Views
- Data Entry
- Materials & Resources
- Teacher's Corner
- Contact us
- Sign in



Announcements

Did you know? You can view monthly summaries of your group's activities, such as the number of events conducted, data reported, hours contributed and more. [Check it out](#)

[Learn More About Our Levels of Involvement](#)

Show: All active sites

Map

Events
1 - 2
3 - 4
5 - 6
7 - 8
9+

Sites: 520

Jul 31, 2014	Groups	Sites	Events	Data	Volunteers	Newsletters
Currently active	185	509	4877	20239	2519	Apr-Jun 2014
Database totals	682	1519	25222	128316	20415	Archived

Thursday, July 31 [View monthly calendar](#) [Print](#)

Wednesday, August 6

6:00pm Cobb Co. - Bacteria Monitoring Workshop

participatory, active, hands on





STEAM is the integration of science, technology, engineering, and mathematics infused with meaningful arts integration. STEAM utilizes the arts as a vehicle for demonstrating what has been learned, while increasing creativity and teaching "habits of mind" that can be applied to any subject.



A Framework for K-12 Computer Science Education

[ABOUT](#) · [BLOG](#) · [REVIEW](#) · [FAQ](#) · [RESOURCES](#) · [WHO'S INVOLVED](#) ·

[SIGN UP/CONTACT](#)

HS Computer Science Courses

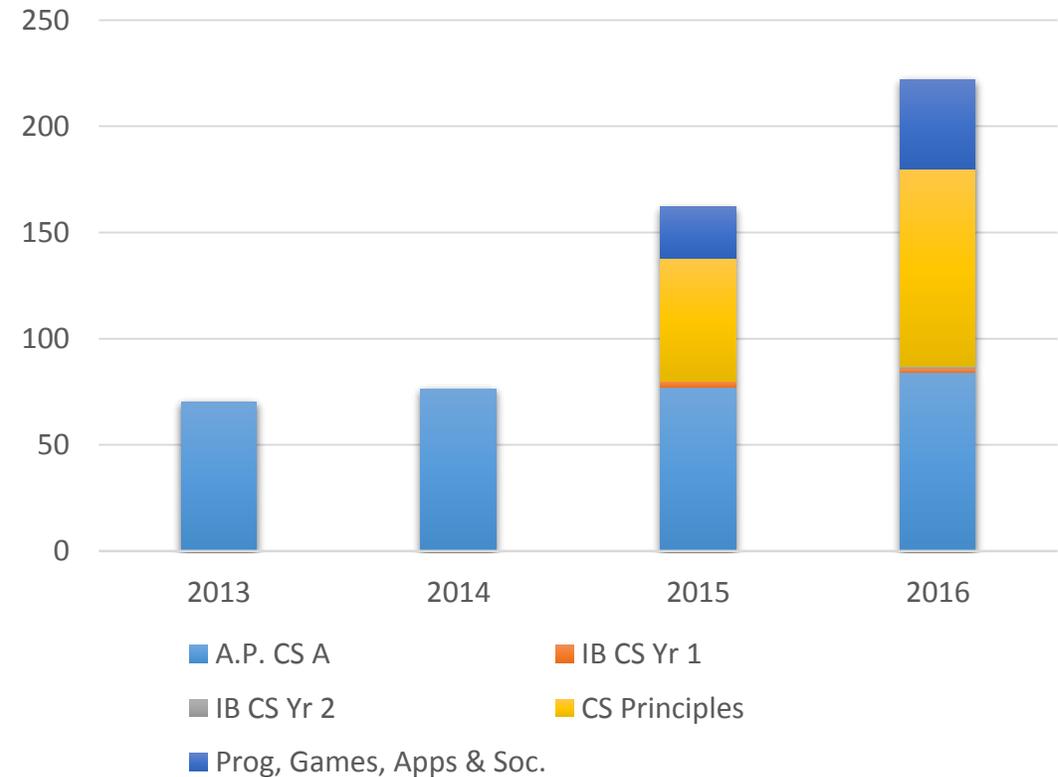
Advanced Placement, Computer Science A

IB Computer Science, Year One

IB Computer Science, Year Two

Computer Science Principles
Programming, Games, Apps and Society

Total Teachers



Shifting Schools



250
TEACHERS

+100,000
STUDENT
SEGMENTS
TAUGHT SINCE
2005

+100
COURSES
OFFERED
PER YEAR

30,000
STUDENTS
SERVED '14-'15

150
GEORGIA
DISTRICTS
USE GAVS

► Welcome to Georgia Virtual School

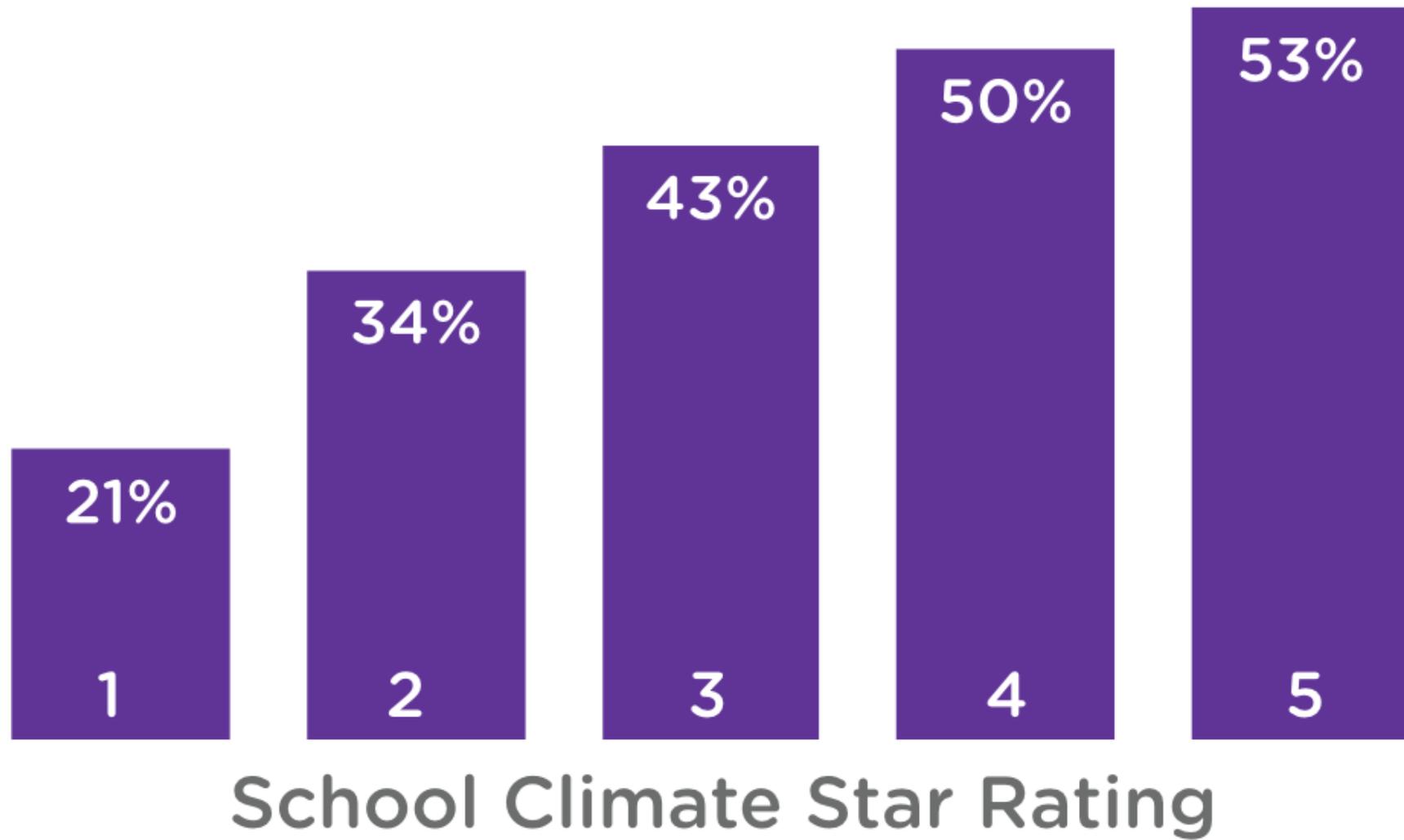
Georgia Virtual School is a program of the Georgia Department of Education's Office of Technology Services. The program is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state. Georgia Virtual School provides a teacher led, virtual classroom environment. Georgia Virtual School also equips students with an online media center and guidance center to support students throughout their online course experience.



Click to find out how GaVS is more than a course

MORE THAN A COURSE!

SCHOOL CLIMATE MATTERS FOR THIRD GRADE READING PROFICIENCY



Tweet

 Arkansas GLR
@ArkansasGLR

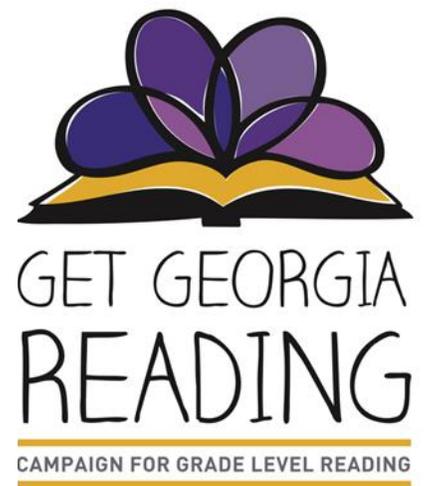
Watch how GA is promoting positive learning environments in #EarlyEd centers across the state: youtu.be/RKYf97b-z_Y @GetGAReading

 YouTube



Eric Revell

Video Five: Georgia's Response to the Need for Positive Learning...





DIGITAL CITIZENSHIP

[Scope & Sequence](#)

[iBooks Lessons](#)

[Nearpod Lessons](#)

[Unit Assessments](#)

[Student Interactives](#)

[Digital Passport](#)

[Digital Compass](#)



Lesson Plans. Interactive Games.
Professional Development. Family Education.

Content Areas

English Language Arts

Mathematics

Science

Social Studies

Literacy and Striving Readers Grant

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

communicate effectively with others,
and respond critically in a variety of settings to a myriad of print and
text, and
access, use, and produce multiple forms of media, information, and
knowledge in all content areas.

of the federal Striving Readers Comprehensive Literacy planning grant,
Georgia Department of Education is developing a state literacy plan. The
Literacy Task Force (GLTF) was established in 2008 to begin
development of the Georgia Literacy plan.

of the Georgia Literacy plan.

Contact Information

Julie Morrill
Literacy Program Manager
Phone: 404-425-2975
Email: jmorrill@doe.k12.ga.us

Joshua Todd
Literacy Program Specialist
Phone: 404-823-4901
Email: jtodd@doe.k12.ga.us

Areas of Interest

- [Helpful Links](#)
- [Select One Schools](#)
- [Helpful Links](#)
- [Select One Schools](#)

Bookworms: A Comprehensive K-5 Literacy Program

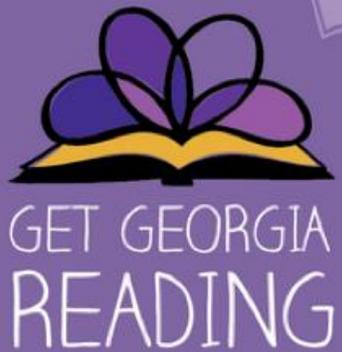
Sharon Walpole
University of Delaware

Michael C. McKenna
University of Virginia



PARENTS OF 4 & 5 YEAR-OLDS
TEXT GAREADY4K TO 313131

TO RECEIVE TIPS, FACTS & RESOURCES FOR PRE-K & KINDERGARTEN



myON™

PADRES DE NIÑOS DE 4 Y 5 AÑOS
ENVÍEN EL MENSAJE DE TEXTO
GAREADY4KESP AL 313131
PARA RECIBIR CONSEJOS, INFORMACIÓN Y RECURSOS SOBRE PRE-K Y KINDERGARTEN



Los textos gratis son posibles gracias a una colaboración entre el Departamento de Educación de Georgia y la Universidad de Stanford



Read Right *from the Start*

by the Rollins Center for Language & Literacy

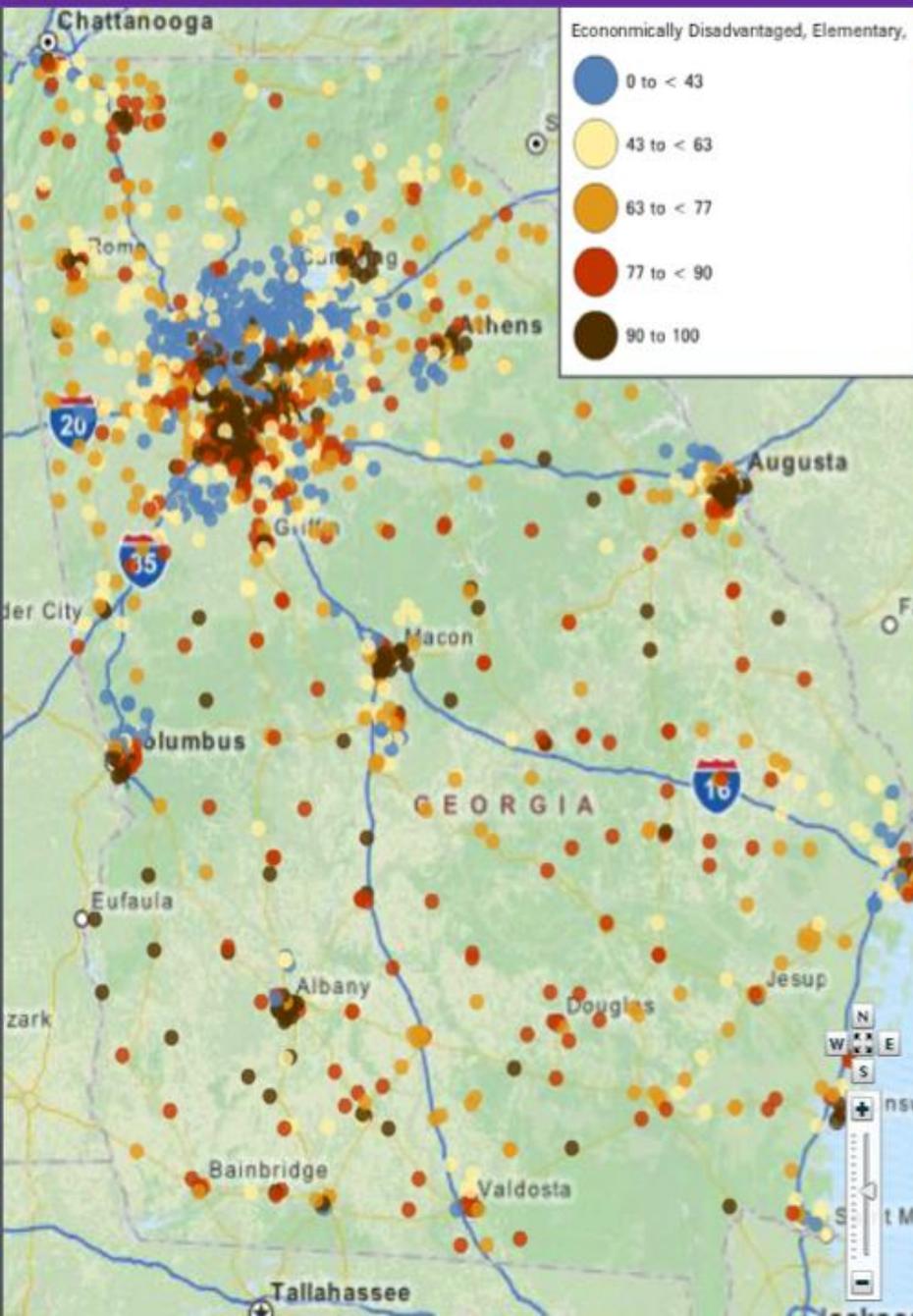


GET GEORGIA
READING

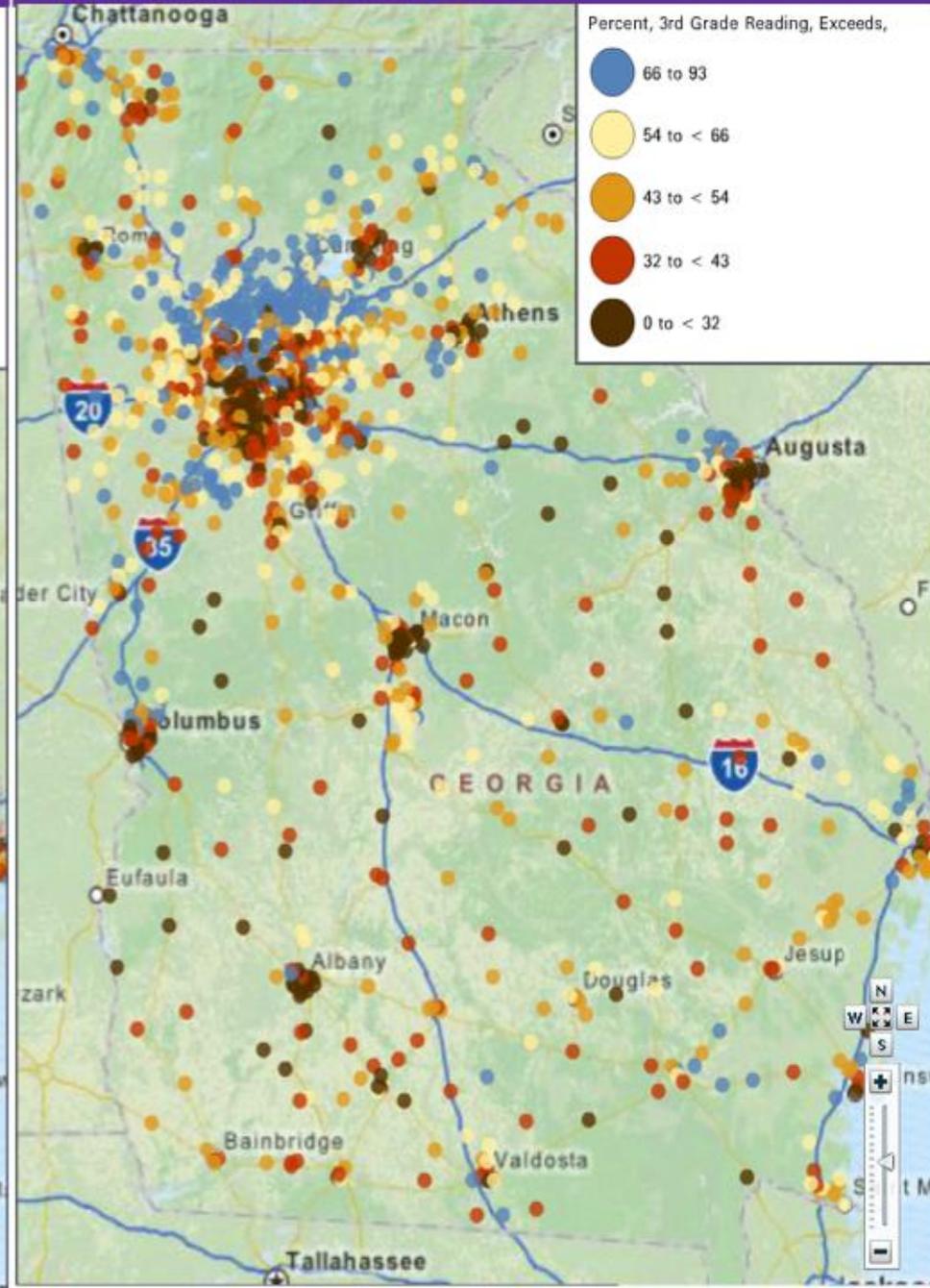
CAMPAIGN FOR GRADE LEVEL READING

COMMUNITY

ECONOMICALLY DISADVANTAGED



3RD GRADE READING EXCEEDS

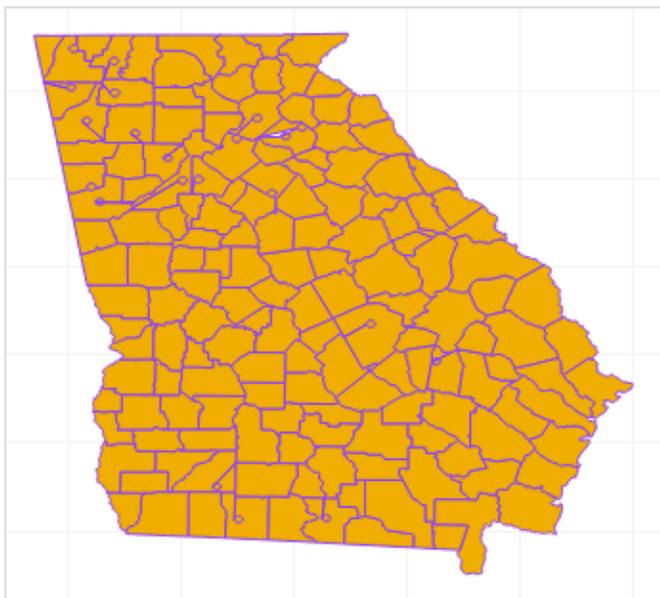


GET GEORGIA
READING

CAMPAIGN FOR GRADE LEVEL READING

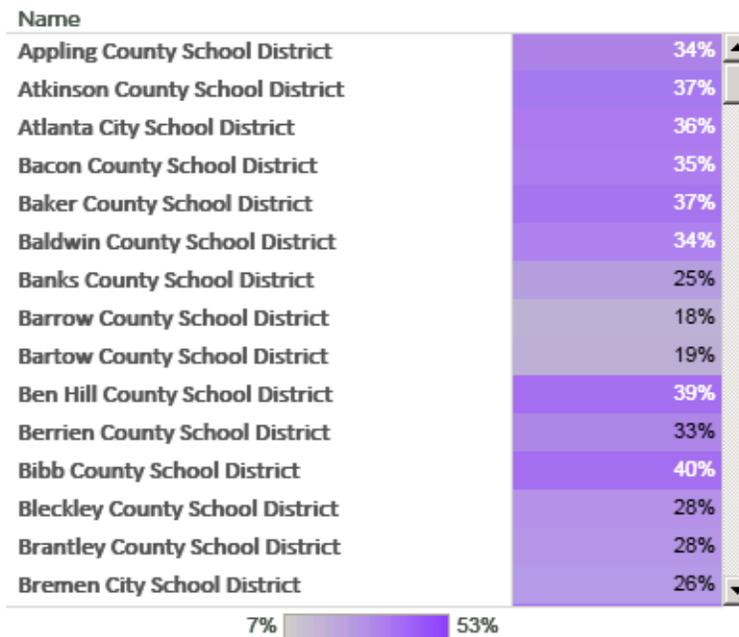
SELECT A SYSTEM

When selected, the table and scatterplot will filter to show system value

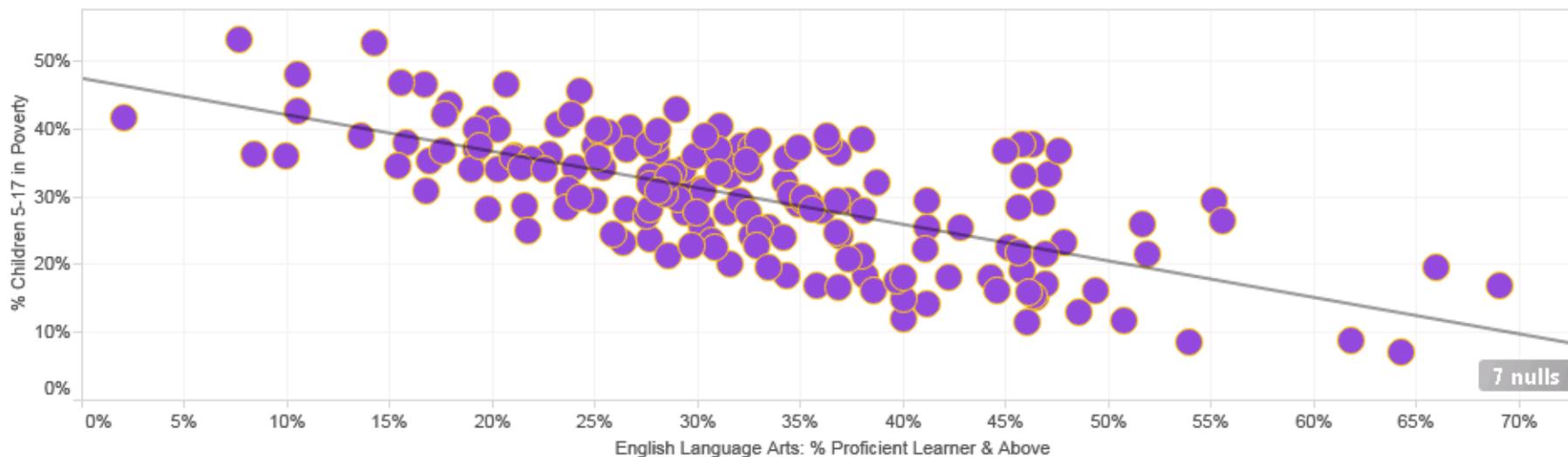


PERCENT OF CHILDREN IN POVERTY (5-17)

darker purple represents highest rates



PERCENT OF CHILDREN IN POVERTY AND 3RD GRADE READING PROFICIENCY



Georgia Milestones:
3rd Grade Reading
Proficiency, System ..

Georgia Milestones:
3rd Grade Reading
Proficiency, School L..

Georgia Milestones:
3rd Grade Reading
Proficiency, Disaggr..

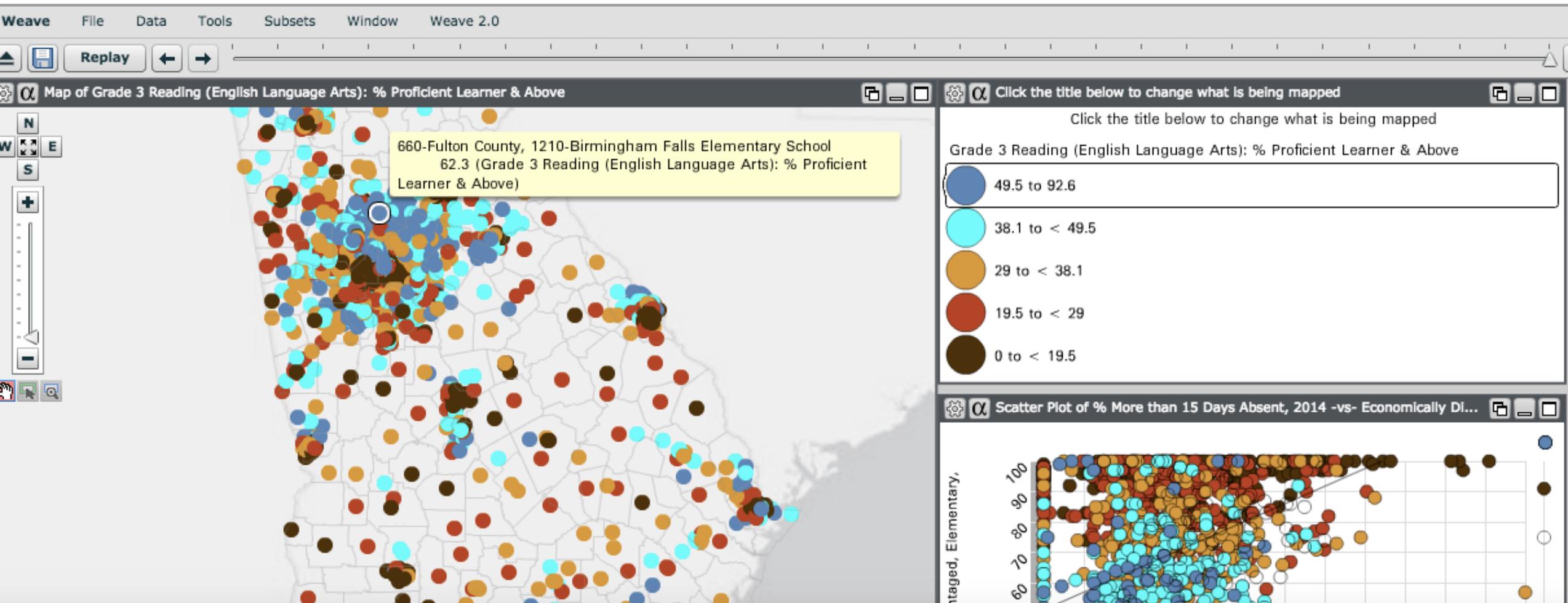
Attendance,
Overview

Attendance, School
Level

Attendance, System
Level

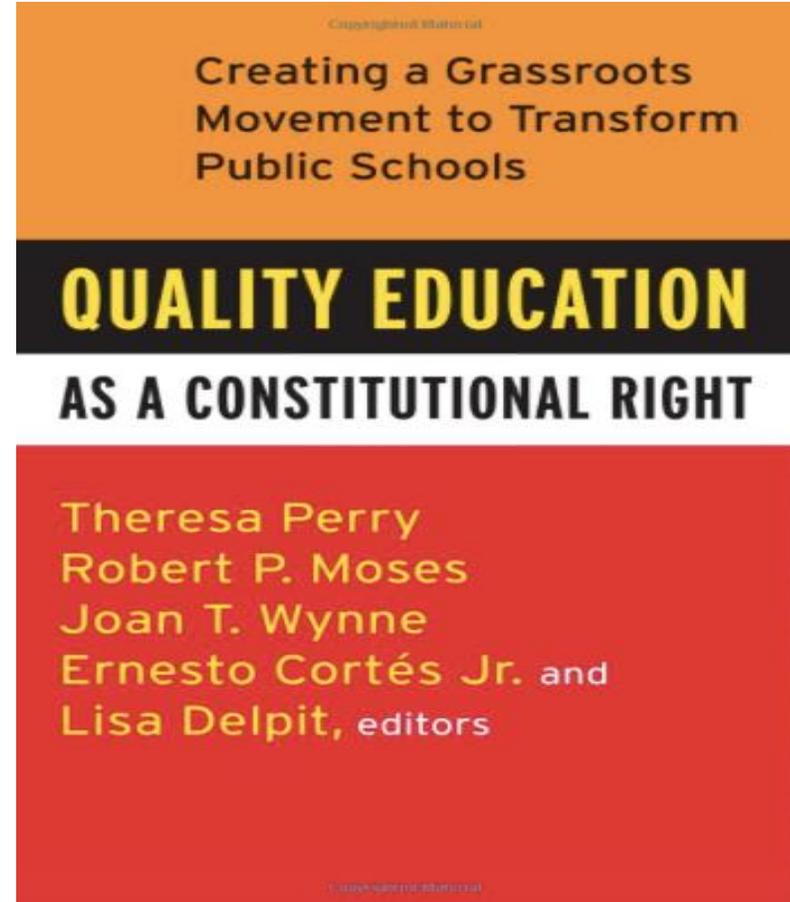
Star Cli
mate R
atings..

New Instructions



Shifting Communities

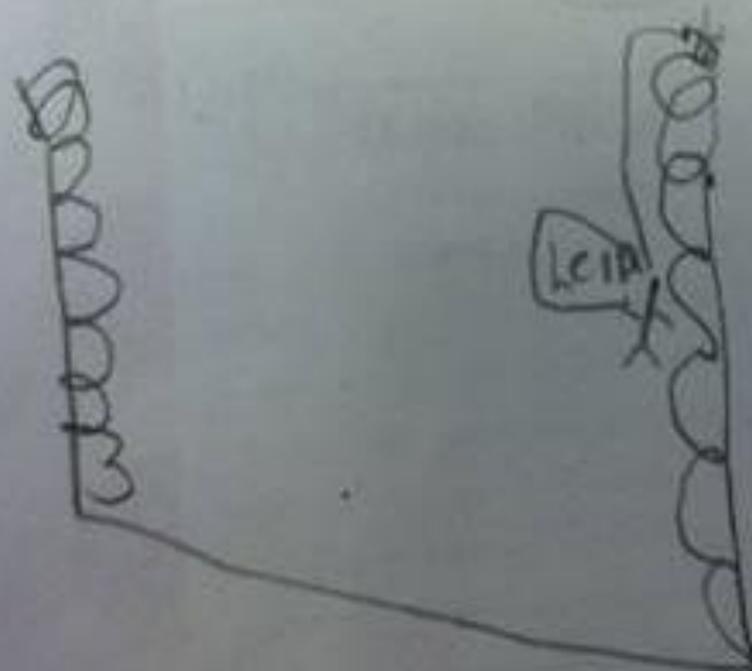
- The “intentional community”
- Quality education is a civil right
- Intellectual capital as the life-blood of a democratic Constitutional Republic
- Education is supported by a network of overlapping institutions



Ant in the Well

An ant is at the bottom of a 12-foot deep well and is trying to get to the top. During the day he climbs 4 feet up, but at night he slides back 2 feet. How long does it take for him to get out of the well?

Explain your solution with words and a drawing.



he should
call for
help.

Connected Learning



Connected Schools

Caitlin McMunn Dooley, Ph.D.
cdooley@doe.k12.ga.us



Let me know how you liked the talk...fill out a survey [here](#).