

Session Resource List

Standards in Action: What Real Adoption of the ISTE Standards Looks Like

October 22, 2018

Background

- Connecticut Commission for Educational Technology: www.CT.gov/CTEdTech
 - Commission Page on Standards: www.bit.ly/ISTE4CT
- ISTE Standards: www.iste.org/standards
 - Students: www.iste.org/standards/for-students
 - Educators: www.iste.org/standards/for-educators
 - Education Leaders: www.iste.org/standards/for-education-leaders
- Introduction to the Standards (Webinar), Nov 20: www.bit.ly/CT-ISTE-Web1

Standards Crosswalks

- AASL: standards.aasl.org/project/crosswalks/
- ISTE: iste.org/standards/standards-in-action/common-core

Professional Learning and Development

- Guide to the Standards: www.bit.ly/ISTE-Guide
- Books, Journals, Podcasts, and Other Resources: www.iste.org/resources/
- Professional Learning Networks: connect.iste.org
- Online Courses (Graduate Credit): <http://www.iste.org/learn/iste-u>
- ISTE Certified Educator Training: <http://www.iste.org/learn/iste-certification>
- Connecticut ISTE Webinar Series: <http://bit.ly/ISTE4CT>

Community Outreach

See following pages for handouts

Policy Review and Revision

- Commission and CABE Recommendations: bit.ly/CT_DL_Policies

Activity Overview

You've just received your first assignment as a "Digital Detective." Use your Department Chief to guide you through your investigation. She can help you find resources, answer questions, and create your presentation.

Background about the Case

The Web site of the Dihydrogen Monoxide Research Division of the United States Environmental Assessment Center includes information about this chemical and its impact on the environment. You need to investigate the concerns that the site raises and the research to support these claims.



Instructions

1. **Investigate** the Dihydrogen Monoxide Research Division of the United States Environmental Assessment Center Web site:

www.dhmo.org
2. **Determine** the credibility of this Web site using the CRAAP framework and Internet-based resources for original and secondary inquiry.
3. **Note** the evidence for these concerns.
4. **Present** your conclusions using an Internet-based resource, such as Google Slides, PowerPoint, Prezi, Smore, Venngage, or another tool of your choice (your Department Chief can help with suggestions).

In your presentation include the following:

- a. What you found
- b. Your conclusions about the organization's claims
- c. How you came to those conclusions (evidence)
- d. Recommendations regarding DHMO to the rest of the group and the general public

Activity Overview

We need your help! Your town's middle school is looking for great resources to teach next year's unit on exploration. The Curriculum Director has identified a number of sites and materials to support instruction, including All About Explorers, an interactive Web site. Work with your Curriculum Director to review the site and develop a presentation about what you found and your recommendations for adopting this resource.

Background of All About Explorers

All About Explorers provides detailed biographies of many famous explorers as well as interactive activities such as Web quests and treasure hunts to reinforce learning about these great men.



Instructions

1. **Investigate** the All About Explorers Web site:

www.allaboutexplorers.com

2. **Determine** the credibility of this Web site using the CRAAP framework and Internet-based resources for original and secondary inquiry.
3. **Note** the evidence for these concerns.
4. **Present** your conclusions using an Internet-based resource, such as Google Slides, PowerPoint, Prezi, Smore, Venngage, or another tool of your choice (your Curriculum Director can help with suggestions).

In your presentation include the following:

- a. What you found
- b. Your conclusions about the site to support the explorers unit
- c. How you came to those conclusions (evidence)
- d. Recommendations regarding the use of All About Explorers for teaching and learning

Activity Overview

It seems a rare, endangered species is close to extinction, and your team needs to determine what, if anything, should be done to protect this creature. Dive into the research behind the pleas for assistance, leaning on the assistance of your Senior Researcher, so that you can provide a thoughtful response to this seemingly dire situation.

Background of the Pacific Northwest Tree Octopus

The friends of the Pacific Northwest Tree Octopus have put together a substantial Web site with research links, advocacy resources, and answers to frequently asked questions about this creature. What should your team do to protect it?



Instructions

1. **Investigate** the Pacific Northwest Tree Octopus site:

www.zapatopi.net/treeoctopus/
2. **Determine** the credibility of this Web site using the CRAAP framework and Internet-based resources for original and secondary inquiry.
3. **Note** the evidence for these concerns.
4. **Present** your conclusions using an Internet-based resource, such as Google Slides, PowerPoint, Prezi, Smore, Venngage, or another tool of your choice (your Senior Researcher can help with suggestions).

In your presentation include the following:

- a. What you found
- b. Your conclusions about the site to support the outcries for assistance
- c. How you came to those conclusions (evidence)
- d. Recommendations regarding support and advocacy for the Northwest Pacific Tree Octopus