My One Best Byte

Westside Middle School & Westside High School

On January 19, 2015 staff from Westside Middle School and Westside High School gathered to share their 'One Best Byte'. These technology based instructional examples have been intentionally placed into random order so that you can serendipitously browse a variety of grade levels and content areas.

If you have a specific tech tool, grade level or subject area you are interested in, this PDF is also searchable. To search, type you search term into the search bar, or do a Command+F to bring up the search menu and then type your term in.

Thank you to everyone who participated - you are all doing great things in your classroom!

Positive Living 7th Grade

Anti-Bullying Project

Tools or Resources used..

- *Google Classroom*

WHY: To allow my students a different way to create and turn in a project.

WHAT: Anti-Bullying Campaign using information learned in class and found on their own.

HOW: Had to upload all of the materials onto Google Classroom when they were finished. Allowed the students to email with questions they might have as well as in class.

Reflection…

The project worked because students created quality projects and were able to easily upload them. They had a chance to find information outside of what we learned in class to implement in their project. I liked the fact that it allowed them to have creative freedom as well as independent learning. I would want to have set intervals to allow students to turn to be checked to make sure they were on the right track. I picked this example because it was something different that I tried in Positive Living that I thought had success

This is my best byte because..

Bob Greco

Math
High School

Working toward Flipped Classroom

Tools or Resources used..

Classroom management, getting HW done in school, individualizing

We have the kids watch a video on tomorrow's lesson.

We do our hw in class and then we watch a video on tomorrow's lesson while filling out our note sheets.

This is my best byte because..

Reflection…

I like how this is different and also they like to use their computers. It's very difficult to get Alg 1A students to do hw outside of class. The flipped classroom helps me lead them into doing notes on their computer outside the classroom and hw during class. It also helps with classroom management when we watch the lesson in class. Everyone is engaged. We are beginning this in the classroom to show them how to do it and hope to eventually have them watch the video at home and then do the hw in class.

Resource 8th Grade

Title of My Best Tech Byte

Tools or Resources used..

Keynote
Laptops
Novel

WHY: To keep the students engaged in class and so that all can participate.

WHAT: The students participated in a kahoot in class based on the novel that we have been reading.

HOW: I created the kahoot and did it as a whole group. These students all have low comprehension, so it was nice to not point out individuals and let all students participate.

This is my best byte because..

Reflection...

This project worked well because all students were engaged and able to participate. These students have low comprehension and fluency levels, so they were able to participate without being singled out.

Natural Science
9-12

Audio Formative Feedback

Tools or Resources used..

vocaroo.com
Gmail

Increase the depth of feedback on student learning in an efficient manner

I recorded audio feedback for students using a very easy to use website.

Once an audio clip is recorded, the website can generate a Gmail message that then just needs to addressed to the appropriate student with any additional instructions.

This is my best byte because..

Reflection...

I like the website's ease of use and the tremendous amount of feedback I can give in a very short window of time. This still takes a great time commitment, but the results of it follow best practice for detailed specific feedback. I plan to continue to use this form of feedback as much as possible, at least once or twice a quarter.

Faren Huben

Math Grade 8

iPads in Math Class

Tools or Resources used..

- *Ipad*
- *Geoboard App*

WHY: I was hoping that if students could see why the formulas work by manipulating the shapes they were making on the app, then they would better understand why the formulas work. Not to mention, if they forgot a formula, perhaps they would be able to derive it later because they truly understood where it came from.

WHAT: When teaching area of parallelograms, triangles, and trapezoids, students used the app "Geoboard" to create shapes with given dimensions. We then used this to move from shape to shape - having students discover the formulas on their own. The app allows them to place rubber bands on the board and then stretch them to the shape of their choosing.

HOW: Researched the app online and asked Tech Support to download it to the classroom set of iPads. Then I checked out the cart and pre-taught students how to use the app with an online version I found on a website. Students were given time to play around and try the app out first.

This is my best byte because..

Reflection...

I liked that students were able to use the iPads in a Math classroom and that it involved discovery. The students were excited about the lesson and in later lessons referenced the app and what they had witnessed (for instance: how they knew that a triangle could be made from a rectangle by cutting in half). If I had to do it again I would spend more than one day with the ipads because some of it was rushed.

Art
9-12

Tutorials

Tools or Resources used..

- *WIKI's*
- *Quicktime*
- *Keynote*
- *Google Slides*

WHY: Students have access to actual teacher instruction whenever they need it.

WHAT: Students are able to access art intuitions from their teachers from the class WIKI. Students may use this as a flipped classroom tool, review after-hours, or extra help during lab time.

HOW: Photo / video. Recording of the assignment or techniques. Convert to Quicktime, and upload to the course WIKI.

This is my best byte because..

Reflection…
Works well during class if students need extra support. Works well for extra review after-hours, and works well for a flipped classroom model.

Jessica Kaasch & Jackie Ryan

MyPlate Scavenger Hunt

Tools or Resources used..

- *MyPlate.gov*
- *Fillable PDF document*

WHY: We want students to explore the MyPlate website to understand it's resources and to gain knowledge on the five food groups.

WHAT: Students complete a step-by-step guide as they explore the website. They are asked specific questions about each food group. This is a fun, interactive way for students to not only explore the website but also to learn about the five food groups.

HOW: We created the guide as an introductory activity to the unit and with our summative assessment in mind.

This is my best byte because..

Reflection…

This project works because the students are engaged while meeting our learning goal at the same time. Students like being able to work at their own pace and fill in the information in an interactive way.

Nick Joslin

Discrete Math Homework iBook

Discrete Math
12th grade

Tools or Resources used..

– *iBooks*

This is my best byte because..

WHY: I hoped to increase homework completion.

WHAT: A compilation of homework worksheets (and solutions) into an iBook.

HOW: My worksheets were already typed, so I was able to copy / paste everything other than formulas, and then I also typed up solutions to all questions so students could check their work.

Reflection…

Students really enjoyed having the iBook, and not having to carry around a regular book. However, in the class they don't have a book anyway, but it was still much easier (for me and them) to have everything together, especially the answers for students to consult. I would not change anything if I were to restart, however, I do consider adding in notes and examples in the future, so it can be more like a full text book. I chose to share this example because I felt it was a successful step toward a complete iBook that didn't require me to bite off more than I could chew this first year of implementation.

Eric Sayre

English
High School

My Best Tech Byte

Keynote

My students and I use Keynote to dig deeper into history/context of literature, literary analysis, literary theory, etc.

WHAT: Creation of Keynote slideshows to enhance lectures or classroom presentations.

HOW: Keynote software

This is my best byte because...

Reflection...
Keynote is an excellent program that is easy to use. It doesn't do the thinking for students, but can enhance the demonstration of what they know.

Google Docs

Tools or Resources used..

- *Google Drive*
- *Google Docs*

WHY: I wanted teachers to be able to select a time slot without emailing me and me having to reply back with an OK or that slot is filled

WHAT: I created a spreadsheet with Mon, Tues, Thur and Fri going done and two columns for core and encore for a 10th hour sign up sheet.

HOW: I went to create document, speadsheet, inputed the information I wanted. I then selected the teachers I wanted to get the information and allowed them to edit it. I also sent an email instructing what I wanted the teachers to do.

Reflection…

This project worked because I was able to get the information out to teachers and allow them to view and edit the document without going through me. It wasn't as hard as I thought.
I wouldn't change anything. As a counselor I have not used Google Classroom and don't design assignments ect. so this google doc was it.

This is my best byte because..

ALL SUBJECTS ALL GRADELEVELS

Shake a Leg with a Learning Leaper
I-Tunes

Tools or Resources used..

- *i-tunes*
- *garage band*

WHY: Increase student motivation and engagement

WHAT: Play a song that directly pertains to the topic being discussed

HOW: Select an appropriate song…play it as students enter

—play relaxing or soft music to focus students groups are a bit loud

—Have a student compose a song using garage band and convert it for use in i-tunes

This is maybe isn't my best byte, but it is my favorite because..

Reflection…

I chose to share this byte because I use it everyday and kids love it! They come into class trying to figure out how the song pertains to the content. They are engaged and they literally come to class dancing.

Math
7-8

Kahoot

Tools or Resources used..

https://create.kahoot.it/#login

WHY: Formatively assess my students using technology.

WHAT: The kahoot created assessed students over adding, subtracting, multiplying, and dividing integers.

HOW: I learned how to use this website in a graduate class that I took last summer. I introduced the Kahoot website at a PLC meeting early on in the school year. I created a formative assessment that I was then able to share with the other 7th grade math teachers.

This is my best byte because..

Reflection…

This format of formative assessment gave me immediate feedback on how well the students understood the skills. When getting feedback after each question, I knew as a teacher if some reteaching needed to be done and if more examples of a particular question type needed to be given.

Special Education 9-12

Staff Schedules

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

This is my best byte because..

I wanted to create one document that all of the staff in my room could have / look at to see what everyone was doing throughout the day.

I created a Pages template for each day of the week. Each staff member in the room has their daily schedule in one column so that everybody in the room can see where all of the staff and students are on any given mod.

I worked with another special educator to create a user friendly template that would allow us to enter one day's schedule on one page. I went through each student's schedule and put them into the schedule with a staff member. I added extra columns to included students that were attuning classes independently and areas of need.

Reflection…

In the past I have used Appleworks and Word to create scheduling templates and they would not transfer when we got our new laptops. This Pages template is very easy to use and I have not had any trouble working with it on my laptop or losing information that I have pout into the template.

Julie Shields

ELL
High School

Google Translate

Tools or
Resources used..

- *Google Translate*

WHY: I want students to be able to understand abstract vocabulary words.

WHAT: Google Translate offers many languages. It can be an efficient way for students who are literate in their first language to understand abstract concepts in English.

HOW: Bookmark Google Translate on my toolbar. Keep the window open when working with students.

This is my best byte because..

Reflection...
I have many new-to-the-country students this year. Abstract words are difficult to describe using limited English. Being able to translate select words has helped students keep up with their academic work.

Jessica Fauss

Article Review

Info. Tech Freshman

Tools or Resources used..

Blackboard

Google Forms

WHY: Reading outside of the classroom

WHAT: I had students read articles that they found on a topic and write a short summary of what they read and how it was important for them. They had to complete 7 each quarter and where given 7 different topics to look up.

HOW: Created a google form that they filled out. The instructions where on blackboard so they had access at all times to get them finished.

This is my best byte because..

Reflection…

This worked because students were reading outside of class. I think I would change the number due each quarter to less so they actually value what they are reading. I am taking this similar model and moving it to Marketing. I like it because you can sort the submissions by student's name and also see what time it was completed, which helped me gauge how much effort was put in.

Jeff Ingraham

Computers
2-12

Garageband Music Creation

Tools or Resources used..

- *Garageband*
- *iPad Camera?*
- *Wiki Content*
- *iTunes*

This is my best byte because..

To allow Students to Create their own music for multimedia projects/Movies etc.

Students Created their own music using Magic Garageband and saved the files as MP3 files for use with their iMovie Projects

Showed Basics of Garageband, Showed how Loops work, Gave students time to experiment and create their compositions, exported as MP3s.

Reflection…
Showed students they have the power to create their own works to fit the needs of their project and to avoid copyright infringement.

David Bulin

Science
9-12

Explain Everything

Tools or
Resources used..

- *iPad*
- *Apple TV or AirServer*
- *Explain everything App*

WHY: Allow students to interact in a large group or small group setting

WHAT: Portable Whiteboard, Work through problems while not at the board

HOW: portable projection

This is my best
byte because..

Reflection...
Students have said they are more willing to share their work if they don't have to get up in front of the room.

Jordan Klepfer

American Literature
11th Grade

Live Collaboration: **Deriving Themes**

Tools or Resources used..

- *GoogleDocs*
- *Laptops*
- *A copy of* Fences.

WHY: The act of interpreting literature and deriving a strong theme (or message) is best done through an open creative process. I wanted students to both create an original theme for the play *Fences* by August Wilson and have the opportunity to refine their work while developing them.

WHAT: I used GoogleDocs to create a collaborative space where students could be assigned passages in groups, simultaneously create themes, and then select and embolden the best theme.

HOW: I created a GoogleDoc divided into groups. Each student was assigned to a group. Within groups, students reviewed a given portion of the play *Fences*. The created and defended themes on the GoogleDoc live.

This is my best byte because..

Reflection...

This was engaging in that students were all allowed to create something original. While doing this, students actively saw the difference between strong and weak themes. Student work was tracked and credit could be distributed appropriately. I would not change anything about this other than the frequency at which I use it.

Gr. 10-12 PE

Slapshot Safety!

Tools or Resources used..

- *iPad*

I wanted to teach / reinforce safe technique while playing floor hockey.

WHAT: I met with some students individually to look at their own technique, and with others in groups to evaluate the technique of themselves and others.

HOW: I videoed students during lead-up activities and during games.

This is my best byte because..

Reflection…

I like this because it helps kids see what they are actually doing and adjust. Sometimes they deny that they "high stick" during play. This example was timely because we're playing floor hockey right now.

English/Language Arts
7th Grade

Google Form Webquest

Tools or Resources used..

- *Google Forms*
- *Flubaroo*
- *Student Gmail*

This is our best byte because..

WHY: We wanted increase student ownership of learning through self-monitoring and self-evaluation.

WHAT: We created a webquest in which students built background knowledge for our Oral Traditions unit by accomplishing a variety of online exercises. After completing each assignment, students would be able to see their answers matched with the correct answer in order to monitor personal learning.

HOW: We gave students their directions for the webquest and assisted as needed. We used Flubaroo (a Google add-on feature) to score their work at the end of the day and had these answers sent to their Gmail account so they could review the answers.

Reflection…

The opportunity for self-monitoring and self-evaluation made this pre teaching lesson much more manageable for the teacher and the students loved being self-guided on the laptops. We waited each day until homeroom (the end of the day when all our classes were finished) to have Flubaroo send students their answers so students would not be tempted to share answers with friends in later classes or cheat in some way. From a teacher stand point, we were also able to identify on which skills individuals would need further teaching and collaborate together to offer reteaching and/or deeper teaching.

Guidance 9-12

Google Presentations

Tools or Resources used..

- *Google Slides*

Allow the 9th guidance presentation to be added to in 10th, 11th and 12th guidance

Use google presentation for 9th guidance summary

Assigned and looked at the 9th grade guidance student presentations. Saved all of them in a folder on google drive to be used next year.

This is my best byte because..

We will see next year how easy it will be to add to the presentation that was already created in hopes that by the end of their senior year all the information can be used as a summary for their future plan, which is a graduation requirement.

Chelsea Schjodt

English 9-12

Google Form Quiz w/ Flubaroo

Tools or Resources used..

Google Drive
Google Form
Flubaroo
Digital Device

This is my best byte because it is an effective and efficient tool to assess student understanding.

WHY: Used to assess reading comprehension.

WHAT: Google Form is an app on Google Drive that is used to gather information. If using it for assessment purposes, you can use the Add-on "Flubaroo" to grade the quiz results for you.

HOW: 1. Make the questions on Google Form.

2. Send the Google Form link to the students.

3. Students take the quiz.

4. Click on "Flubaroo" and have the Add-on grade the results for you!

Reflection…
I picked this "byte" because it is an extremely efficient way to assess student understanding.? I like that the Google Form quiz is an effective way to hold students accountable while reading a novel.
I wouldn't change anything because this is the most efficient way I have found to assess. I picked this example to share because I think it is simple and all staff could use it to gather information.

Brian Stevens

Math
9th Grade

Flipped Classroom - Algebra

Tools or Resources used..

-*Youtube*
-*Laptops*
-*Ipad*
-*Explain Everything*

WHY: I am hoping to accomplish better note-taking and retention

WHAT: I have flipped my Algebra Classroom so that students are watching videos as homework and completing work in class.

HOW: Creating Videos on the iPad, uploading to YouTube, establishing classroom structure to engage students more during class.

This is my best byte because..

Reflection…

So far it has been a good tool. Students seem to like the videos and are more attentive to those than to a class lecture. Gives me more time to work with students. There have been struggles with students that do not complete the assignments but they do not become a distraction in class, which is an improvement.

Bob Brousek

AP U.S. History 11th Grade

Guest Speaker in Large Group with **Skype**

Tools or Resources used..

- *Skype*
- *HUE HD Webcam (connected to USB port on laptop)*
- *Lecture hall projector*

WHY: I wanted to give our students the experience of an engaging college professor lecture on a specific topic within U.S. History during a large group

WHAT: I used my personal *Skype* account and my acquaintance with a college professor who specializes in Jacksonian Age reforms from Bemidji State University to organize a 20-minute *Skype* call during APUSH large group.

HOW: I contacted Dr. John Ellis from Bemidji State University in advance. Prior to the large group, he and I scheduled a time to make sure the speed of the Internet and Skype would work effectively in Room 220. I used a HUE HD webcam so Professor Ellis could see the class audience as he gave his 15 minute lecture followed up by a question and answer period. Students were asked before the phone call to shut of their airport to assure that Internet traffic would be at a minimum.

This is my best byte because..

The large group in October went great, and a number of students commented to me afterwards that they really were interested by what Dr. Ellis had to say and how the technology worked. When our APUSH team tries this again, I would like to try and get two different historical points of view from other professional historians so that students can compare/contrast the historical perspectives. It brings the opportunity for experts who are separated by geography into the classroom to further engage students in the curriculum. Why did you pick this example to share?

Ongoing Drafting / Feedback w/ Revision History Portfolios

Writing
Any

Tools or Resources used..

- *Google Docs*
- *Revision History*

WHY: A continuous dialogue about writing with feedback when students need it. Students reflect on their writing progress.

WHAT: Feedback during the drafting process. Reflection over drafts and process at the end.

HOW: Set up Google Doc and asked students to share it. Specific lessons. Feedback specific to lesson. Revision history with reflection questions.

This is my best byte because..

Reflection…
Students respond instantly to feedback and it meets individual needs of students instantly. Growth in student writing over the course of drafts is measurable and significant.

April Allen

Native American Keynote

Why: NA final project, give all students opportunity to use keynote

What: Students created a keynote presentation over a specific tribe

How: attain Apple ID, keynote tutorial, time to explore, specific requirements/due dates on checklist

Tools or Resources used..

- *Keynote*

This is my best byte because..

Why did it work: **Almost all students were able to create a keynote. By the end of the project, students successfully learned (in addition to the content) how to create a keynote, use appropriate affects, compress a file into a zip drive, and present in front of the class.**

What did I like: **Students felt confident by the end of the project that if they had to do another keynote presentation they could do so with little assistance.**

What would I change:

As a seventh grader using a laptop for the first year, many did not yet have their Apple ID. This significantly delayed the process, which was frustrating due to the fact that school had been in session for 4+ months.

French Middle School

Ann Kauffman

An Engaging Assessment

Tools or Resources used..

- *Keynote (& Pages for some students)*
- *QuickTime*
- *Blackboard*
- *printed storyboard and survey handouts*

This is my best byte because..

WHY: I wanted a cumulative assessment to have students demonstrate their WRITING and SPEAKING skills in French, and to give them additional practice with reading & listening. I also wanted to provide an opportunity for them to share their interests with each other.

WHAT: Students created a Keynote presentation that is written and narrated in French; they shared their keynotes and read/listened to each other's presentations

HOW: 1. Students completed their pre-write and first draft on a storyboard (paper copy), and did some peer editing work

2. They built their keynote slides and either uploaded personal pictures or found internet pics to add

3. Students who needed extra help wrote their text in pages and used the language tool to help them with spell-checking in addition to the peer editing

4. I created QuickTime Screen recordings to show them how to record their keynotes and how to compress their presentation; I posted these in Blackboard so they could reference them at any time as needed.

5. Students recorded their keynote in French, compressed them and uploaded to Blackboard in a DiscussionBoard forum.

6. Finally, they had the opportunity to practice listening and reading skills by viewing the keynotes and completed a survey about their classmates responses (providing some accountability).

Reflection…

This project worked well because it gave students an opportunity to personalize the assessment, and it gave me an opportunity to assess several modes of communication: writing, speaking (I did not assess their listening/reading responses, but could have chosen to). It was interesting and fun for both them and me. The quicktime screencast saved me from repeating the instructions many times over, and allowed students to complete their work at home in a more quiet environment. The addition of sharing in Blackboard and the accountability piece helped students to stay engaged with each other's presentation. This assessment has taken on new elements each time I have used and can be adapted to any topic we study. I have learned to check my screen recordings each time, because what worked the last time, sometimes changes as keynote is updated!

Annelise Blessen

Spanish 2& 3
9-12

lingtlanguage.com Speaking/Listening Practice

Tools or Resources used..

- *Laptops*
- *www.lingtlanguage.com*

WHY: I want students to have multiple opportunities to hear the language and speak it.

WHAT: Students record themselves speaking and submit it for grading. They can listen to their recording and re-do it if they want.

HOW: I create questions or prompts for students to answer. They either listen to a question, see a picture to describe, or read a question to answer.

This is my best byte because..

Reflection…
It allows students to hear and speak the language in multiple formats. Students enjoy the website because it allows them to try multiple times if needed. I also enjoy being able to provide individual and private feedback.

Reading Foundations
Grade Level 9-12

Using Google Forms, Drive, and Classroom to assist with Differentiation

Tools or Resources used..

- *Google Classroom*
- *Google Forms*

This is my best byte because..

WHY: To allow for differentiation and better tracking of homework

WHAT: I create my assignment on Word and upload it to Google Drive. I posted the assignments on Google Classroom. I had four different versions of the same assignment for the different reading levels my students may had. The student download their level on Google Classroom. The assignment had links to Google Forms so I could see their work immediately.

HOW: 1. Made Google Forms.

2. Set up Google Classroom

3. Made different assignments.

Reflection...
Why did this project work? It makes it easier to manage after the initial work. What did you like about it? Students can have different assignments.
What would you change if you had to do it all over again? I always try to improve it. Why did you pick this example to share? I use this a lot.

Amy Vester

Algebra
8th Grade

My Best Tech Byte: Flipped Class

Tools or Resources used..

- *Photo Booth*
- *ELMO*
- *Wiki*
- *Algebra Textbook*
- *Paper/Pen*

WHY: I'm hoping to accomplish a more individualized and engaging learning environment using the flipped class model.

WHAT: I video tape all lessons and post them to my Wiki where students go home and take notes. When they come to class, they work on their assignment.

HOW: Each taping takes anywhere from 10 to 25 minutes depending upon content being taught. Posting the video on the Wiki takes less than 5 minutes.

This is my best byte because..

Reflection…

Students feel they are learning the content better and at their own pace! I only have to teach the lesson one time! I wish I had a more efficient/easier way to record the videos. Students are feeling successful!!!

Interviews & Transcripts on Google Doc.

Subject
Grade Level

Tools or Resources used..

- *Voice record on Word*
- *Google Doc.*

WHY: To help students understand the qualitative research process.

WHAT: Students were to interview an adult about their profession and what they believe are the most important skills and knowledge for high school students to possess upon graduation.

HOW: 1) Students interview one adult and ask the two questions above. 2) Students record their interview. 3) Students type a transcript of their interview and post it onto a Google Doc. 4) Students read and analyze a number of interviews posted on the Google Doc. (e.g., people in the medical field, people in the business field, etc.) 5) Students write a summary of what they learned from analyzing and synthesizing information form the interviews they read.

This is my best byte because..

Reflection…

This project worked in giving students a realistic experience of qualitative research. One aspect of this project I liked is the ability to quickly listen to the interviews students conducted.

English
Juniors & Seniors

Google Calendar

Tools or Resources used..

- *computer*
- *emails*

WHY: Easy communication with students and parents and provide quick access to due dates and upcoming events from anywhere. Make Homeroom Advisor Appointments easy and convenient.

WHAT: Google calendar(s). I have multiple ones—each class, personal, work, etc.

HOW: After attending one of the Google instructional meetings, I decided to utilize this app more. So I created my calendars, invited students, parents, teachers to have viewing access, and I continually add events and due date for each course. I used the appointment blocks for the first time to help me set up homeroom advisor conferences, but this can easily be used to also have students sign up for open mods.

This is my best byte because..

Reflection…

I believe I was able to do this because of the introductory instruction I received during our breakout sessions. These initially peaked my interest. I love that is is so convenient and easily accessible, not to mention students have no excuse for not knowing what is due when.

I picked this example because my goal for this year is to utilize my google apps more and this is something new I've tried this year.

Science
10-12

Kahoot Review

Tools or Resources used..

- *Kahoot*
- *Blackboard*
- *Phones*
- *Computers*

WHY: I was hoping this tool would be a fun way for students to review for an exam.

WHAT: This is a resource that lets you create a quiz like game for students to answer questions. They are able to use their computer or a phone to participate. You can group the students together on a team and have them compete for the right answers. It is a great tool for an interactive review.

HOW: I created an account online and learned how to enter questions into the quiz. It generates a code that you give students to enter on their phone to participate. Students always like using their phone and competing so this is a way for them to do so educationally and review concepts.

This is my best byte because..

Reflection…

I liked that it allowed all students to participate. I like how it allows students to use their phone or computer. I learned that you can share the link to other teachers and save quizzes. I would like to use more of the features and upload pictures and perhaps use it daily as a warm-up or closure as well as review.

Math
Freshmen

bContext

Tools or
Resources used..

iPad

WHY: I wanted to have students watch video that they could find on YouTube for an in class lesson. I wanted students to be able to self pace since they started with a lab and not everyone finished at the same time.

WHAT: It is an iPad app (a couple bucks)

HOW: Created a recording on the app, followed the simple directions, then shared the link with my students via gMail.

This is my best byte because..

Reflection…
It worked because the "go-getters" could work ahead. The ones needing more time could also take.
I wouldn't change a thing!

Dave Baker

Social Studies 7th Grade

Using Jing to Flip a Classroom

Tools or Resources used..

Keynote

Jing

Blackboard

Wiki

Kahoot

WHY: I wanted to create a meaningful classroom experience for students. I have been able to replace traditional lectures with content rich activities and projects to extend student learning.

WHAT: Using the Jing app, I have been able to create short 5 minute videos for students to watch as homework by downloading it from either Blackboard or Wiki. I check for completion by requiring a summary or a collection of facts from the video and a short Kahoot quiz to address any confusion or disconnect. Students then complete additional activities in class that enrich their understanding.

HOW: Researched different apps to create videos. Found the most user friendly free app. Created a video and posted it to both Blackboard and Wiki for students to download.

This is my best byte because..

Reflection…

This worked because of the simplicity of the design. Students do not feel overwhelmed by the homework because it is a 5 minute video and short writing activity. All "traditional" homework is completed in class with my supervision and assistance. Students are achieving at higher levels then in previous years, therefore I feel that it has been successful. I will try to create more meaningful activities as I go forward.

Dave Vallinch

Fitness Gram Reflection

Why: To get 8th grade PE students to reflect on their Fitness Gram test scores. To get the students to self evaluate their test scores.

Tools or Resources used..

Google Classroom

Internet

FitnessGram Website

Email

What: 5 different tests in August/September, then the same 5 tests in November.

How: Complete the 5 physical fitness tests over a 2 week period. Then train/practice those test over time. Then re-test in November. All scores are entered on a website and the scores (for both tests) are visible to the students. Graphs and national standards are available for the students to look at.

A reflection assignment was put on google classroom for them to complete, based on difference between first and second tests. Google classroom was the tool each student used to gather the assignment, save and complete it, then resubmit for credit.

This is my best byte because..

The project got the students to use technology to assess their own fitness progress. I liked the project because it showed the students that technology is important in PE. I picked this project because google classroom is an effective resource that students can use in any class. I also could use e-mail via classroom to remind them and/or send feedback.

Charlotte Weyler

Literature
CB Juniors

Unit Calendars on Blackboard

Tools or Resources used..

- *Blackboard*

Placing the unit calendar in the hands of students and support staff through Blackboard means there are constant reminders about lesson topics, work opportunities, and due dates for whoever is needing the information.

I create a calendar file in Word and post it on Blackboard for all my small groups to view at any time. This means if they lost their paper copy or forget to save the e-mail I sent with it, they still have access to it.

I planned the unit, created the file, and posted it in my class materials folder on Blackboard.

This is my best byte because..

Reflection…

Blackboard is an old tool that works. The students and support staff who assist students are familiar with it, which means everyone who needs the materials understands how to use it.

I chose this example because it validates why Blackboard is still valuable in the district, especially to staff who don't feel they have the tech skills to tackle new programs.

Patrick Caffey

Honors Biology
Grade 9

DNA Fingerprinting

Tools or Resources used..

Guilty!!
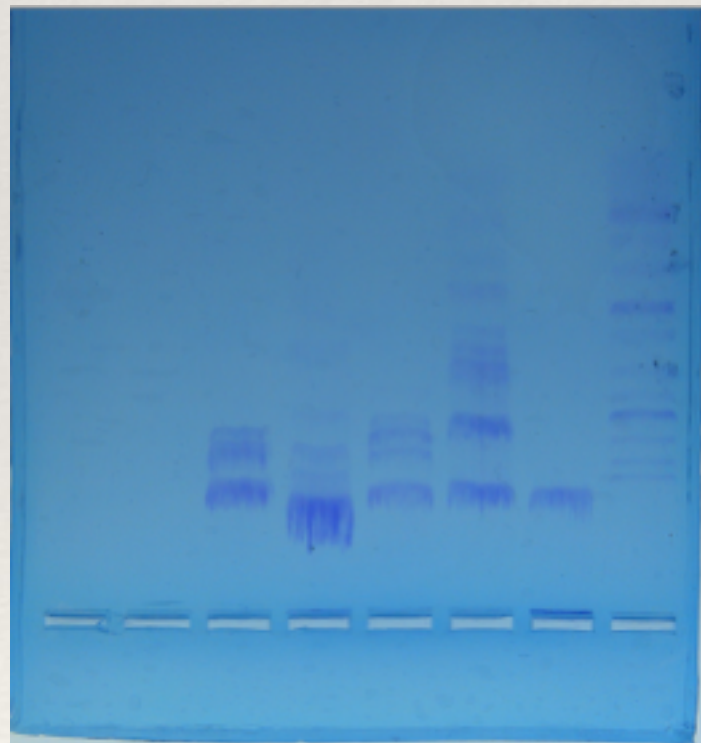
This is my best byte because..

WHY: Wanted to have students collaborate about their DNA fingerprints that they created in class?

WHAT: Pictures of DNA fingerprints were created using a digital camera?

HOW: 1) Students used a digital camera to document their DNA fingerprint created in class. 2) Their DNA fingerprint was uploaded onto a shared google drive folder. 3) Students accessed their DNA fingerprint from google drive and compared and contrasted to DNA fingerprints of other students in the class.

Reflection...
This project allowed students to compare and contrast data among multiple students (200+ students) and to apply their results to applications of DNA technology in society.

Communicating with Parents

Tools or Resources used..

- *remind.com*

Stronger communication with parents

Remind

Signed up online and communicated with parents how to sign up

This is my best byte because..

Anything that creates stronger support from parents is something that I like. It's simple and allows parents to be more informed about what their kids are responsible for

Brenda Zabel

Science High School

Large Group Podcasts

Tools or Resources used..

- *Keynote*
- *Screenflow*
- *YouTube*

WHY: We wanted to provide students with the opportunity to access all of the media that are part of our large group presentations, as well as be able to listen to what the instructors are saying about the content that goes above and beyond what is merely visible on the screen

WHAT: We capture everything that appears on the screen in large group as well as everything the instructors say during class.

HOW: We use Screenflow software and an audio mixer board with two wireless microphones to record all of the video and audio in our large group classes. After class, we publish the file to a course YouTube channel that students can visit for on-demand access to this part of our curriculum.

This is my best byte because..

Students report that they appreciate being able to revisit class through this medium. Whether they are looking to watch a powerful animation that we used to teach an important concept, hoping to catch something that they may have missed the first time it was presented, or if they were absent and want to catch up on what they missed, this technology allows them the opportunity to learn in their own time, place, and pace.

Science
8th Grade

Biodiversity iBook

Tools or
Resources used..

- *iBooks Author*
- *Quicktime player*
- *Keynote Lectures*
- *Notes*
- *personal pictures*

WHY: Making the environment personal to 8th grade students

WHAT: Biodiversity iBook that included interviews and research

HOW: using interviews, question widgets and their own pictures

This is my best
byte because..

Reflection…
Students argued about interviewing an adult, but those that did really liked their outcome.
I definitely would break this into smaller steps with deadlines.This is following is one of my favorites saved.

Earth Space Science
9-12

Flippin' Lessons

Tools or Resources used..

- *Quick Time*
- *YouTube*
- *BlackBoard*
- *Document camera, as needed*

WHY: Individualized student lesson supports

WHAT: Videos of lessons (large groups, daily lessons as appropriate) uploaded to YouTube

HOW: Open QuickTime, choose new movie or screen recording, upload to YouTube, share/post

This is my best byte because..

Reflection…

This allows students who are absent the opportunity to hear what was given in class. Students who need one more explanation can get it when they need it. It is available 24/7. Easy and quick to do.
Script out a little so I have fewer vocal fillers. Student feed back has been extremely positive. We got thank-you emails!

Angie Madsen

Using TED Talks to Have a "Guest Speaker"

Tools or Resources used..

- *TED.com*

WHY: As much as I would like to be the expert on everything, I cannot be, so I use TED talks to bring experts into my classroom.

WHAT: I use TED talks to allow my students to hear experts in their fields explain important content.

HOW: I explained the purpose of a TED talk and gave students the transcript of the speech so they could follow along. Once the talk was over, students had the opportunity to respond and reflect over what they had learned/the impact of the speaker's message.

Reflection…

the students enjoyed learning from an expert. This project was successful because it allowed an expert to explain their ideas around the concepts we study. I am continuing to add to the library of talks that students utilize and will continue to develop our ways of responding to the speakers.

This is my best byte because..

Amy Studts

iBooks Holocaust Survivors

WHY: Students tell the story of survivors of the Holocaust that live in Nebraska

WHAT: Students write the survivors accounts of the Holocaust

HOW: 1. Students took notes and watched a 2 hour video over their story

2. The survivor visited the classroom and then filled in any gaps for students

3. Students were assigned chapters and composed their chapter

This is my best byte because..

Reflection…

It was a meaningful assignment to students. The reward was allowing the survivors story to be heard years to come. They really enjoyed meeting them.

Spanish Level 1 and 2

Flipped classroom videos

Tools or Resources used..

- *Screencast-o-matic*
- *Youtube*
- *Powerpoint/keynote*

WHY: Take some lecture time out of short class meetings, freeing up more time for in-class practice. Allow students something to go back to when they are studying outside of class.

WHAT: I use a screen casting app to make instructional videos for my students to watch outside of class or when I am gone.

HOW: Use a powerpoint with key concepts and include a "talking head" of myself explaining the concepts. Keep videos to under 10 minutes.

This is my best byte because..

Reflection…
Cuts down on boring lecture time. Gives students reinforcement of difficult topics by allowing them to pause and/or watch multiple time. Keeps me present in students' learning even while gone.

Mike McCann

Guidance 9-12

Future Plan using Google Presentation

Tools or Resources used..

- *Google Slides*
- *Laptop*

WHY: I wanted to simplify the completion of the future plan competency.

Students completed the future plan using Google Presentation

We originally introduced the future plan using the Keynote students created in sophomore guidance. Unfortunately, many students were unable to open the Keynote. We switched to using Google Presentation and had students add slide answering the questions on the future plan throughout Junior Guidance.

Reflection…

I think it made completing the Future Plan much easier for students to complete and more importantly for counselors to read. I plan to change the template for next year and add additional slides to the presentation. One of the strengths of this is the fact that students started using Google Presentation in Ninth Grade Guidance and will continue adding to the presentation throughout the rest of their Guidance classes.

This is my best byte because..

Matthew Hodgson

English 9-12

Google Mapping Huck Finn

Tools or Resources used..

- *Google Maps*
- *Laptops*
- *The Novel The Adventures of Huckleberry Finn by the incomparable Mark Twain.*

This is my best byte because..

WHY: We were hoping to increase student engagement and creativity through the use of a dynamic platform for an activity that had previously been static and limited.

WHAT: We had the students map the route Huckleberry Finn and Jim took on their journey down the Mississippi. They were asked to put descriptive pins in a Google map. The pins contained a summary of the action in the place and direct quote from the text. Students were encouraged to explore the areas, add pictures or video from the internet, and include other possible commentary on the text.

HOW: The students chose their own groups. Once student then created a Google Map using their Westside Google account. They then shared the map with their group members and me. From there, the students were able to collaborate electronically on the Map in real time. This also enabled each student to do his or her share of the work without having to swap a physical handout.

Reflection…

This project worked because every assignment was submitted, every group did more that was required, and end of the semester reflection showed the students enjoyed the new platform. This assignment allowed for differentiation and individual student creativity. When we do this again, I will show the students a strong, proficient, and weak example to help generate ideas. I chose to share this because it is an assignment that encourages student engagement and could be effectively replicated in multiple courses.

Karl Fick

Google Drive Instruction Videos

Math 9-12

Tools or Resources used..

- *gmail*
- *Smartboard*
- *Quicktime*
- *Google Drive*

WHY: My goal was to provide a resource students could use to enhance what they learned in the classroom through an alternative teaching method.

WHAT: An instructional video was created using quicktime on a smart board, placed into the corresponding chapter on google drive, and shared with students.

HOW: Students were informed at the beginning of the semester that I would cater to specific video requests and they would be posted on google drive. The expectation was that videos are not required to be used, but could be used as a supporting resource - students can go at their own pace.

This is my best byte because..

Of the course of last semester a material number of students began to ask if videos would be created on specific topics prior to formal assessments. After the semester completed a student even asked to be included on the shared drive even though they are in another section. I liked have a resource that I could refer students to as a way of reteaching that had the potential to be highly effective.
I would use Knowmia so that I could monitor usage and analyze effectiveness quantitatively? I selected this as my best byte because it is where I focus my time and energy in technology incorporation improvement.

Liz Dittrick

Graphic Design Seniors

Sharing with Google Drive

Tools or Resources used..

- *Google Drive*
- *Keynote*
- *Quicktime screen recording*
- *Laptops*
- *Wacom Intuos Tablets*

This is my best byte because..

WHY: To increase accessibility and accountability for information, assignments, group work, brainstorming and critiques

WHAT: Students use the Graphic Design folder I have shared with them to access information, turn in assignments and critique each other. In turn I can easily view assessments and what day/time they were turned in.

HOW: First I created a graphic design folder in google drive and shared it with all my students. For each assignment I create a sub folder. I share screen recorded tutorials, web links, examples, and spreadsheets for brainstorming. Students were shown how to access folders and upload documents.

Reflection…

Students can access all class material in one locations. There is increased accountability for turning in assessments. Critiques and brainstorming are more time efficient because all students can access documents simultaneously.

Special Education
9-12

Progress Monitoring

Tools or Resources used..

- *Spreadsheets*

WHY: I wanted to make the progress of my students more clear to them and their parents. It's also helpful for their classroom teachers to see this as well.

WHAT: Each student on an IEP has goals. The progress toward these goals is closely monitored to clearly see the progress.

HOW: There is a multitude of monitoring in place, such as; grades, DND's, test and quiz scores, reading scores, writing growth, behaviors, attendance

This is my best byte because..

Reflection...
This is an important part of my job, and makes my IEP goal tracking more consistent and accessible.

Kimberly Gradoville

Physical Science High School

Google Survey

Tools or Resources used..

- *Google survey and spreadsheets*

WHY: Sign students up for an IMC time without using in-class time, create an organized spreadsheet of who is assigned

WHAT: Google form survey

HOW: created survey, sent to students

This is my best byte because..

Reflection…

I liked receiving the information in an organized spreadsheet and giving the students specific choices for IMC times

Social Studies
High School

Google Forms for quizzes

Tools or Resources used..

- *Google Classroom*
- *Google Drive*
- *Google Forms/documents*

Quicker testing of students' knowledge from L.G. and paperless

Quiz through Google Survey (on google drive) located on Google Classroom

Create quiz, load on classroom, students take quiz, use "flubaroo" to grade!

This is my best byte because..

Reflection…

Why did this project work? It's super easy. What did you like about it? very quick idea of students' knowledge from L.G.

Why did you pick this example to share? This is the technology I used on a weekly basis in my class- the most consistent.

Special Education 7-8

Use of Airplay in the classroom

Tools or Resources used..

- *Apple TV*
- *Fraction Math Goodies*

Provide concrete examples for lessons not otherwise available.

Teaching Fractions

Found a great website called Fraction Math Goodies

This is my best byte because..

Reflection…

Why did this project work? It was very concrete with lots of good examples for students.   What did you like about it? I have not even had a projector in my classroom before. I liked the color examples bold and beautiful on the screen.

What would you change if you had to do it all over again? Why did you pick this example to share. It was my first time using Air Play

Kim De La Cruz

Admin
9-12

Virtual Instructional Round

Tools or Resources used..

- *digital camera*
- *Quick Time*
- *Google sites*

This is my best byte because..

WHY: There are some people who were unable to participate in instructional rounds second quarter, and logistics make make ups difficult

WHAT:
I created a private web site on Google Sites to host a virtual instructional round to facilitate professional development for those who missed second quarter
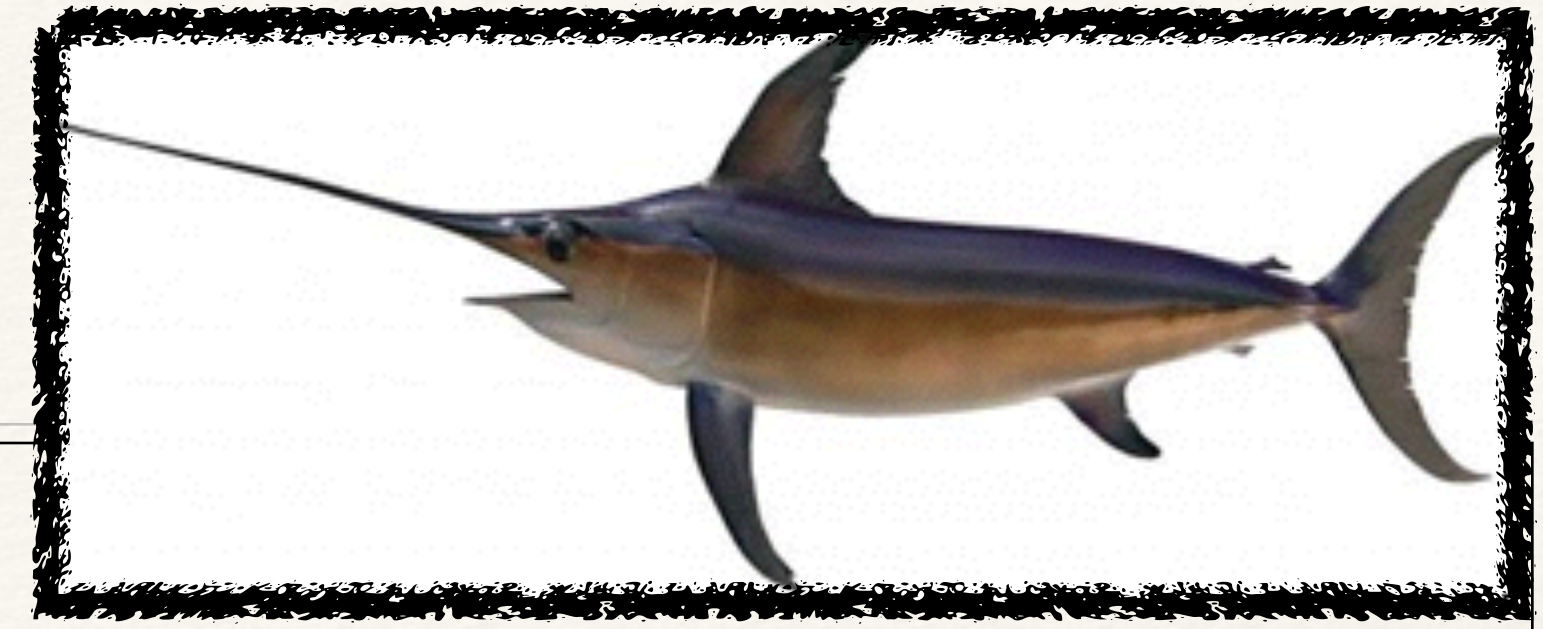
HOW: I recorded one of the teachers who was an instructional rounds host, and I put the recording on a private google site for people to view. I also set up a discussion page for people to dialogue about the instructional rounds questions…

Reflection…
Part of this worked because it really did make it possible for everyone to participate. If I could do it over again, I would try to find some ways to make the discussion element more interactive and do more follow up with the teachers to make sure that everyone knew how to participate and knew when they should complete the PD option.

Kristen Hogan

Math 9-12

Gone Fishin' Review Game

WHY: Informal Formative Assessment

WHAT: Students worked in pods to fish for review questions and solidify their understanding of course content.

HOW: Using a free Notebook template from Smart Exchange, enter review questions. Each pod "coaches up" a selected representative & then one pod is chosen to present their solution to the class. An additional pod is then selected to verify/disagree with the presented solution & a variety of fish are awarded. (Ex: Anchovy, Catfish, Kelpfish, Lionfish, Razorfish, Swordfish, etc.)

Reflection… This activity was fun & engaged all learners while enabling every level of student in the class to play an equally valuable role. There was no idle time, as individual students had additional practice questions to work on while they waited for their pods. Ultimately, I was able to successfully assess all students.

Tools or Resources used..

- *Smart Exchange*
- *Notebook*
- *Notebook Pod Spinner*
- *iPad*
- *Educreations App*

This is my best byte because..

Kristeen Shabram-WMS

Digital Media & Literacy 8th Grade

Digital Citizenship PowToon Video

Tools or Resources used..

- *Laptop*
- *PowToon website (http:// www.powtoon.com)*
- *Digital Citizenship Notes for each of the Nine Elements*

WHY: Students will demonstrate mastery of the Nine Elements of Digital Citizenship.

WHAT: Students will select one of the Nine Elements of Digital Citizenship and create an informational video using PowToon. The informational video will include the name of the element, the definition of the element, and five key concepts that the student feels are important to share about the element.

HOW: Students will first need to setup a student PowToon Account. Then students should spend time viewing the PowToon Tutorials to familiarized themselves with how the application works. Finally, students should dive in and have fun creating an awesome video.

This is my best byte because..

Reflection…
This project worked well because it gave students the option to explain an element of Digital Citizenship in their own words. I really like this activity because it allowed students to creatively express themselves using the different features available on PowToon.

AP Physics C
11-12

Edx

Tools or
Resources used..

- *MOOC*

WHY: Help me and my students better understand college level physics.

WHAT: Free online course that reviews for the AP exam.

HOW: Shared the info with my students and registered for the course.

This is my best
byte because..

Reflection...
It helps each individual find strengths and weaknesses and work at their own pace when it is most convenient to them.

Math 9-12

Upload Explain Everything videos for when I'm absent

Tools or Resources used..

- *Explain Everything*
- *Samsung Note - notebook*

WHY: To provide a lesson when I miss class for track, cross country, etc.

WHAT: Video presentation of in-class notes

HOW: Record a video including annotations on uploaded pdf images of the notes.

This is my best byte because..

Reflection...

This project allows for students to see the math being developed? I like that I don't have to worry whether my sub is a math teacher? I want to try uploads from the high school as Century Links upload speed is incredibly slow? Why did you pick this example to share? I have no others

EY
7/8

Vocab Enrichment Online Course

Tools or
Resources used..

- *iBooks Author*

Online Class using a text and found examples to increase student understanding.

WHAT: iBook Vocabulary Enrichment

HOW: Took students to an ESU 3 seminar and created along with them.

This is my best byte because..

Reflection…

Worked because it is used in an online class format - allowing many students to learn over time. It was a creative process and allowed me more ownership of the content.
I would have more time to create much more content! It is the best one to use for the moment.

Jessica Kaasch & Jackie Ryan

MyPlate Scavenger Hunt

Tools or Resources used..

- *MyPlate.gov*
- *Fillable PDF document*

WHY: We want students to explore the MyPlate website to understand it's resources and to gain knowledge on the five food groups.

WHAT: Students complete a step-by-step guide as they explore the website. They are asked specific questions about each food group. This is a fun, interactive way for students to not only explore the website but also to learn about the five food groups.

HOW: We created the guide as an introductory activity to the unit and with our summative assessment in mind.

This is my best byte because..

Reflection…

This project works because the students are engaged while meeting our learning goal at the same time. Students like being able to work at their own pace and fill in the information in an interactive way.

Marie Murillo

Spanish 8th Grade

ibook Pop-Over Flashcards

Tools or Resources used..

ibooks author

A digital version of Spanish Vocabulary Flashcards that can be shared amongst students.

Students create digital flashcards by finding clip-art or pictures that depict their Spanish vocabulary words. They add those pictures to the pop-over widget in an ibook. They add the Spanish vocabulary word into the hidden text box.

They add those pictures to the pop-over widget in an ibook. They add the Spanish vocabulary word into the hidden text box. They can then upload their flashcards to the blog on Blackboard and study from other students' ibooks.

This is my best byte because..

Reflection…

I liked this project because students' vocabulary flashcards were all in one place and they could share them with their peers. I've added the option of a keynote for words that could not be depicted with a picture.

American Govt
11th/12th

CoverItLive in Large Group

Tools or
Resources used..

- *CoverItLive*

WHY: Increase student involvement in large groups and make it more interactive

WHAT: Use of "Cover It Live" in Government Large Group

HOW: Students use their laptop in large group to log into CoverItLive. One or two teachers moderate the discussion. It allows for moderated student discussion, students to ask questions of the moderator to clarify issues, student "polls" to check for understanding, etc.

This is my best byte because..

Reflection…

So far it has been really effective. Students have been able to ask questions, comment on topics covered in large group, etc without interrupting the lecture. I think it's been a great addition and allowed us to stimulate more student interest/discussion and also check for understanding

Jon Tigani

Math
9-12

TI-SmartView TI-84 Plus

Tools or Resources used..

- *Smart board*
- *TI-SmartView Software*
- *TI graphing calculators*

WHY: I wanted students to be able to see me using the graphing calculator and I wanted them to become more comfortable with them.

WHAT: Students can see every keypad input that I make on the big screen as it were there own calculator in their hands. This allowed them to watch me use various programs needed for quizzes, tests, and future math courses, etc.

HOW: Purchased from Texas Instruments website.

This is my best byte because..

Reflection…
I enjoyed watching students become more familiar with the graphing calculator, after all they will most likely need to use them in college math courses.

Lacey Batt

Personal Video Analysis

Tools or Resources used..

- *Hudl*
- *Blackboard (instructions)*

WHY: This way, the students could apply the stroke mechanics learned to analyze his/her own swimming strokes.

WHAT: After we introduce and practice a swimming stroke (freestyle, backstroke, breastsroke, and butterfly), I will videotape each student swimming the stroke and upload it to Hudl.

HOW: Have each student create a Hudl account; upload video to Hudl and share with that student; the kids then type, highlight and edit the video to analyze their technique of the 4 stroke mechanics with turn; share it back with me

This is my best byte because..

Reflection…

The students really enjoy drawing and editing the videos. It gives them an opportunity to see themselves swimming instead of me telling them what they are doing. From the videos, the students then create workouts for themselves to work on the areas they see weak.

Lance Mosier

US History
8th Grade

Causes of the Civil War Google Map Timeline

Tools or Resources used..

- *Google Maps*
- *Blackboard*
- *Quicktime Screen Recording*

This is my best byte because..

WHY: Wanted students to demonstrate their understanding of key sequence of events that led up to the Civil War and reflect on which events they felt had the most significant impact that led to the US Civil War.

WHAT: Students were to put 10 historical events that led up to the US Civil in the correct order and place these events on a Google Map that they created. Students had to pick 5 of these events and provide an image and short caption describing the historical event and explain why they felt it was a major contributing factor to the US Civil War

HOW: Students learned about the various events that led up to the US Civil War. I demonstrated how to create place markings on the map. I created a video screencast for students who missed class or needed to go back for help with the directions. Students shared their links to their projects on Blackboard.

Reflection…

I liked this project because it gave students an opportunity to demonstrate understanding of some key Social Studies Standards (Chronological Thinking), importance of Geography, and self reflection. In the future I would like to be able to give more extensions for students to perhaps use the layer feature in Google Maps to add elements to the project.

Laura Mann

Online (Benchmark)Test

Tools or Resources used..

- *Google Forms*
- *Flubaroo*

WHY: To familiarize students with Google Forms while creating easy access for retrieval and analysis of content data

WHAT: Online assessment of reading and writing skills.

HOW: Students take tests where students receive immediate feedback and teachers can use the data for reteaching purposes, analyzing student proficiency and question validity.

This is my best byte because..

Reflection... We have completed four tests so far this school year. At this point, students are proficient with the process of taking the test online. For teachers, we were also able to identify invalid questions and which skills individuals would need further teaching. Then we could collaborate together to offer reteaching and/or deeper teaching.

Elizabeth Meyers

English 7-8

Video Directed Instruction

Tools or Resources used..

- *Gmail*
- *Google Classroom*
- *Blackboard*
- *Screencast-O-Matic*

WHY: On days I am present, differentiating for individually paced instruction can be tough. On days I am not able to be present, the simple fact is some lessons are simply not very sub-able. Using Screencast-O-Matic, I am able to ensure my students get all of the important information they need to complete assigned tasks independently, as well as ensuring that my students know how to access and use all supplementary information necessary for the day.

WHAT: Using the application Screencast-O-Matic, I record a short video of instruction for students. The app records everything I do on my desktop as I explain any instructions. A video is created that I am then able to post to Google Classroom, Blackboard, or - most often - email directly to students. When students open the video, they are able to see everything I have done and hear my instructions. They are able to start and stop the instructions to complete steps, and are able to go back and clarify any needs they have, as well as use any resources I have provided them within the video.

HOW: I learned of this software from a colleague, who directed me to do a Google search and download the app online. The free features suit my needs, though there are enhanced features if you choose to pay for them. After you record your video, the app gives you publishing options. I publish my videos to video files, which creates a Quicktime file on my computer which I can then share as I see fit. The videos are quick and simple to create, easy to share, and are a great tool to have on hand for students of all levels.

This is my best byte because..

The largest benefit I have found to using video directed instruction - both on days I am in and out of the classroom - is that it eliminates guesswork. My students are able to have the benefit of direct instruction at an individual level whenever they are ready for it, or may need it. This is a huge help with incorporating more personalized learning into my classroom, and completely eliminates the potential for "the sub didn't tell us" excuse for not completing tasks when I am unable to be present. All students were able to easily access the information and complete the tasks - which was a big win.

Liat Shyken

Use of Skype/Facetime

Tools or Resources used..

- *Laptop/phone*
- *Skype/Facetime*
- *Wireless connection*

WHY: I have student who is homebound due to health reasons. Her family wanted to connect her to other students her age.

WHAT: Use of video technology to connect people in different places.

HOW: Used my resources to find peers to connect with a homebound student. Determined times that worked for both parties. Connected Facetime or Skype accounts. Connected students.

Reflection…

This was a good way to connect students who are in different locations. It worked well when both parties were present and available. One runs into problems when an individual is not online and ready to "chat" o the students don't connect socially.

This is my best byte because..

Lori Hamilton

Special Education 9-12

Use of Google Drive to share docs

Tools or Resources used..

- *Google Drive*
- *Laptops*

I use Google Drive to share documents with my students and edit their papers.

Use of Google Drive

I created the document on Google Drive and shared it with my colleagues. Students can also share their documents with me to edit before they submit it to their classroom teacher.

This is my best byte because..

Reflection…

The use of Google Drive is simple to use and it cuts back on the paper use especially when our printers are not working.

Marie Murillo

Spanish 8th Grade

iBook Pop-Over Flashcards

Tools or Resources used..

– *iBooks Author*

A digital version of Spanish Vocabulary Flashcards that can be shared amongst students.

Students create digital flashcards by finding clip-art or pictures that depict their Spanish vocabulary words. They add those pictures to the pop-over widget in an ibook. They add the Spanish vocabulary word into the hidden text box.

They add those pictures to the pop-over widget in an ibook. They add the Spanish vocabulary word into the hidden text box. They can then upload their flashcards to the blog on Blackboard and study from other students' ibooks.

This is my best byte because..

Reflection...

I liked this project because students' vocabulary flashcards were all in one place and they could share them with their peers. I've added the option of a keynote for words that could not be depicted with a picture.

Biology
9th and 10th

Evernote

Tools or
Resources used..

- *Evernote*

WHY: I want students to immediately be aware of the content for that particular day and what they will need to be able to do in order to prove their learning

WHAT: Daily objectives in the form of online journal

HOW: I update my page on a daily basis.

This is my best byte because..

Reflection…

My Evernote page gives me and my students a sense of direction. It allows everyone to be on the same page. It serves as a good guide as well for students who are gone so they can get caught up in a timely manner.

Matthew Hodgson

Honors American Literature Grade 11

Google Mapping Huck Finn

Tools or Resources used..

- *Google Maps*
- *Laptops*
- *The Novel <u>The Adventures of Huckleberry Finn</u> by the incomparable Mark Twain.*

This is my best byte because..

WHY: We were hoping to increase student engagement and creativity through the use of a dynamic platform for an activity that had previously been static and limited.

WHAT: We had the students map the route Huckleberry Finn and Jim took on their journey down the Mississippi. They were asked to put descriptive pins in a Google map. The pins contained a summary of the action in the place and direct quote from the text. Students were encouraged to explore the areas, add pictures or video from the internet, and include other possible commentary on the text.

HOW: The students chose their own groups. Once student then created a Google Map using their Westside Google account. They then shared the map with their group members and me. From there, the students were able to collaborate electronically on the Map in real time. This also enabled each student to do his or her share of the work without having to swap a physical handout.

Reflection…

This project worked because every assignment was submitted, every group did more that was required, and end of the semester reflection showed the students enjoyed the new platform. This assignment allowed for differentiation and individual student creativity. When we do this again, I will show the students a strong, proficient, and weak example to help generate ideas. I chose to share this because it is an assignment that encourages student engagement and could be effectively replicated in multiple courses.

Aaron Bredenkamp

Admin
9-12

Mobile Office

Tools or Resources used..

- *MacBook Air*
- *Gmail App*
- *Filemaker Pro*
- *Powerschool*
- *Preview App for PDF*

This is my best byte because..

WHY: I wanted to reduce the amount of time students are removed from the classroom as well as increase my presence in the hallways

WHAT: Using my laptop and our wireless internet I am able to pull students directly from class in order to address minor attendance issues. This reduces the amount of time they are aware from class for disciplinary issues and also increases the number of students I am able to address.

HOW: Getting new-lighter laptops was a huge component, as it allows me to be more mobile in my work. Then I developed a method of using my attendance printout as my checklist for students I need to speak with.

Reflection…
It allows me to be more present in the hallways, which not only allows me to engage with students more, but staff more as well. It has also increased the efficiency of my work. However, I still need to spend time in my office each day in order to address greater behavior issues and/or other student issues.

Crystal Bolamperti

iBooks Author

Business 7-8

Tools or Resources used..

- *iBooks Author*
- *Laptop*

WHY: •**Evidence of Student Learning** - Students author an easy-to-assemble eBook as a demonstration of their learning about a concept, unit, semester (e-portfolio for conferences), or a year. An iBook promotes student inquiry and critical thinking while students analyze information, ask questions and form conclusions. •**All-Inclusive Teaching Tool Created by Teacher** - Your teaching resources are in one location! Only your essential information is included, supporting ease of access and student focus on material. Students can also highlight text and take notes or create flash cards from text in the iBook.

WHAT: (see also: "WHY" section above) An iBook can be shared with other students, friends and relatives (and those with vision impairments - e.g. VoiceOver technology). The book supports student creativity and choice of adding varied page layouts, text, graphics, movies, shapes, charts, tables, widgets, audio and video.

HOW: Download a free version of iBooks Author (access App Store, Purchases, search—iBooks Author) and create a folder on your laptop to save your iBook.

1. Create a draft layout of your book.

2. If teaching students how to use an iBook - Demonstrate and guide them to create a sample using all features in the assigned project.

3. Add a table of contents and glossary, if applicable.

4. Preview (top of screen) and publish iBook (File, Export, iBooks. Compress into a .zip file before sharing online. (Access step-by-step directions at the Wiki page, http://bit.ly/1zpVwqa or request from me, bolamperti.crystal@westside66.net.)

This is my best byte because..

REFLECTION: iBooks Author is the answer to my quest for a learning tool that is in one place and it can authentically provide evidence of my students' learning. Creating a draft layout and sample iBook were especially helpful to try all of the features before I, or my students, began the actual iBook. iBooks are easy to share. The simplicity of iBooks Author inspires me to use it repeatedly in the future as a credible learning tool and for my students to use in their research, collaboration, presentation and reflection.

Melissa Roth

German Level 2

im Flughafen Dialoge (Airport Dialogues)

In groups of 3, students record written dialogues using flip cameras. The situation: Inside the Airport.

* Share videos in small groups.

* Give Feedback to one another's dialogues.

Tools or Resources used..

- *flip cameras*
- *flashdrives*
- *the HS Librarians*

Groups of 3 record a dialogue in a German airport.

1. Dialogue is written using learned concepts.
2. Dialogue is practiced.
3. Dialogue is recorded.
4. Dialogue watched by peers & feedback provided.

students were involved in the entire process.

Reflection…

Students were given a "real-life" scenario in which to write their dialogue and held responsible by recording it and having their peers edit it.
If I were to do it over again, I would use Blackboard or YouTube to have students share their videos. This time, I had them saved on flash drives and assigned students a certain flash drive to watched 2-3 peer dialogues for feedback purposes.

Four Pictures and One Word

Tools or Resources used..

- *Keynote*

I wanted to give students an opportunity to review musical terms relating to dynamics and tempo before there final assessment

Just like the game you can get on your iPhone or iPad, for each vocabulary word, I used a keynote slide to display four pictures that related to the word and then scrambled the word up with some other letters on the bottom of the slide.

Students had the length of the jeopardy theme song to figure out what the musical terms was based on the four pictures on the slide. They were working in small groups for the game. Depending on the difficulty of the term, students received a certain number of points for each word. The team with the most points at the end of the game won.

This is my best byte because..

I really thought this was an effective game. It was a great way to make an otherwise boring review exciting and fun for the students. Many students bought into the game because it was something they had played either on their tablet or mobile device.

Abi Sterling

Digital Media
11th grade student

Odysseyware Digital Media Project

WHY: The students needed to explain and show how people can make their own media to make political statement or be able to advertise themselves.

Tools or Resources used..

Some options included but were not limited to:

- *Corkulous*
- *Keynote*
- *Adobe Illustrator*
- *Pages*
- **student choice**

WHAT: Think of a way that you could make your own media, or alter existing media, to make a political statement. Use the examples of the Billboard Liberation Front and Adbusters to give you ideas — or think of your own ideas, like a YouTube video that you could create.

HOW: Students looked at examples, and then thought of creative ways they could create original media and graphics of how to best advertise themselves, as a politician or employee, to the public.

This is my best byte because..

Reflection…

Students were able to personalize the assignment and choose how they wanted to be assessed. They were able to think ahead to post secondary school and how they would be an asset to a school or company based on how they would advertise themselves.

AP Physics 1
10-11

Operation Feedback/Communication Overhaul

Tools or Resources used..

- *G-class Folders*
- *My Google Site*

WHY: Increase the effectiveness of feedback on lab reports and communicate that feedback quicker/easier to students.

WHAT: Using g-Class folders, students submit work into individualized shared folders and audio or typed feedback is given on their work. Also are able to access course information and edit lab documents quicker with google site/folders

HOW: Set up g-class folders for my students (add-on in a google spreadsheet) and this auto creates shared folders for each student. I link materials on my google site they can edit/manipulate and share in their own folder to submit back to me.

This is my best byte because..

Reflection…
This worked well in giving students a one stop location (my google Site) to access course materials, shared lab data, submit work through g-class folders, etc. The Feedback I

Chemistry Honors 10th-12th

Personalize my book

Tools or Resources used..

- *iBooks Author*
- *iAd Producer*
- *google forms*

This is my best byte because..

I wanted a book with information just to my class, more personal, more to the topics I teach. Also save money for the district

With an ibook, the book becomes their own. They can write notes in it, flash cards are made from those notes. I can make small quizzes, have documents ready for them all in one book.

HOW: I used ibooks Author, iAd producer and google forms. ibooksis the frame work that i put all the content in, but to make the ibook more personalize i embedded widget and and google forms in it.

Reflection…

Why did this project work? We had 3 version of the text books and need an update. What did you like about it? I can change it very easy and make a new one every unit. It also give the student ownership over the book

What would you change if you had to do it all over again? Planning and more training….I still have only touch the surface of what i can do.

Nathan Moseley

Honors Literature
10th Grade

Challenge Base Learning Movie

Tools or Resources used..

- *iMovie*
- *Keynote*
- *Cameras*
- *Internet*
- *Databases*

WHY: Using technology not for the sake of using technology, but rather to integrate in to real life scenarios.

WHAT: Students use iMovie to create a video for a project they have completed that promotes a solution to a problem.

This is my best byte because..

Reflection…
It works because the students understand the need for using video and conducting interviews to support their project solutions.

Molly Spisak

English 9-12

Today's Meet for Graded Discussion

Tools or Resources used..

- *todaysmeet.com*

WHY: Offer students an opportunity to "discuss" difficult questions by typing their answers as opposed to talking in a group.

WHAT: Students are assigned to a room in todaysmeet.com where they participate with other students in an online forum to discuss elements of literature from the text we are currently reading.

HOW: 1. Create rooms in todaysmeet.com 2. Give every student a superhero name for anonymity 3. Monitor discussion in all rooms.

This is my best byte because..

Reflection…

Students who have some difficulty speaking in front of a group have the opportunity to share their opinions without perceived peer judgment. I chose to share this activity because I think it is a unique and creative way for students to share their opinions.

María Olvera

Spanish
AP and 5 Honors

Skype with students in Mexico

Tools or Resources used..

- *Skype*
- *a foreign school*
- *an clear understanding of interpersonal communication*

WHY: Through Skype students are exposed to native speakers. Skype allows my students to use the interpersonal mode of communication in an authentic setting.

WHAT: My students have a video chat each week for an hour with a student from Mexico. The student in Mexico is learning English while my student here is learning Spanish, so its a language exchange.

HOW: 1. Get to know a school in Mexico. I taught at the school that I work with and know the administration personally. I grew up in the town. 2. Set up a proposal from the project and what it will accomplish to the school that I want to work with. 3. Set up Skype in the students' computers through the IT department. 4. Assign the project and check for completion. 5. Reassess and make it better each time.

Reflection…

This project worked because students were in contact with native speakers. I liked the fact that student learn much more than Spanish with this project, they get to learn about the culture and all from the source. I also liked that I am removed from it all, this allows for students to learn about Mexico from other people. I would allow for more time. This is the biggest project that we do using technology.

This is my best byte because..

Abby Segrell

Math
7th Grade

SMART Notebook Word Sort

Tools or Resources used..

- *SMART Notebook*

I want to check student understanding and compile a list of words in the correct categories for students to record in their notes.

Students sort words for each operation (add, subtract, multiply, divide) into the correct categories on the SMART board.

Students worked with a partner to come up with their own lists. Then, students were randomly chosen to drag a word into the correct category.

This is my best byte because..

Reflection…

Students liked this activity because they got to come up to the front and use the SMART board. I liked that it was an interesting way to come up with an answer key and allow each student to feel like they had an important part. I chose this example because my students LOVE to use the SMART board. It was a great motivator!

Otis Seals

All Classes
10th/11th/12th

"Channelling Your Inner Socrates"

Tools or Resources used..

- *Google Drive*
- *Google Classroom*
- *Laptop*
- *Email*
- *Remind*

This is my best byte because..

WHY: I wanted to encourage higher level and critical thinking in my class

WHAT: Students use our Google Classroom page to engage in peer discussions and debates over "themes" that are posted each week. Every Monday, a new theme for the week is posted as an announcement on our Classroom page. Not only do the classroom activities center around the theme during the week, but the students are also using the page to discuss and debate the weekly themes.

HOW: The first thing that I did was provide the students with my reasoning for running class this way. I also gave them a set of clear expectations when using the page for discussion. Next, I used class calendars to formulate a "theme" for each week, and wrote them down in my calendar. Lastly, I post the theme to the page, and use email and Remind to keep them on schedule.

Reflection…

I did this tech byte because I believe this is how students learn the best. I believe that if they can take a concept from their education, manipulate it, examine it, and analyze their beliefs, that is more effective than knowing "facts" or filling out a worksheet.

Pat Mohs

Math 7-8

Geometry Chapter 2 Jeopardy Review

Tools or Resources used..

- *Keynote*
- *Smartboard*

This is my best byte because..

WHY: I was trying to let the kids have a fun, interactive way to work together and review in small groups before a test.

What: I let the students divide in to their own groups and we began playing. Groups would then buzz in when they had the answer. If they were correct they chose the next category and got the points, if not, they lost the points and the first team to get it correct gets the points and can choose the next category be selecting it on the smartboard.

HOW: I have a powerpoint template that I have used for multiple games like this, so I used it again. Students can click on the category and dollar amount they wanted to try and position themselves to win. However if they missed, or risked too much money they could possibly end up losing.

Reflection…

I don't know if this is my "BEST" I don't use a crazy amount of technology in my classes, but I enjoy doing this and the students enjoy competing against one another. I think it is a good way to help them learn when they don't realize they are. I feel like it got all students working through the problems to make sure someone didn't submit a wrong answer. It made them work together, and try and think strategically in order to win. If I could do it again I would probably make the questions more a little more difficult to make them think harder. All in all, when I have fun and the students have fun learning it is a good day.

AP Comp Sci
High School

Cooperative AP CS Glossary

Tools or
Resources used..

- *Google Docs*

WHY: I wanted students to create a glossary of computer science vocabulary words that they could share with each other and use in class.

WHAT: I created a Google Document to hold the glossary, and shared the document with my AP CS students. Each student was assigned to choose five terms and add those terms' definitions to the glossary.

HOW: Students could select their own computer science-related terms to define, but no two students could select the same term. Since students were working in a shared Google document, they could immediately see each others' edits and know which terms their classmates had selected. Also, because Google Docs tracks the revision history of the document by author, I had the ability to resolve any problems that might have arisen.

This is my best byte because..

This activity helped me introduce my students to using online tools to work cooperatively, which is an important skill in computer science in general. Also, it required students to do some research, but let them select the area of that research themselves. In the future, I will expand the assignment by requiring students to add to or comment on each others' definitions, still within the same Google document.

Art Technology

Art
7-8

Tools or Resources used..

- *Google*
- *ELMO*
- *Projectors*

WHY: Using computers to aid in art projects.

WHAT: Using computers to search art history, art projects, photography

HOW: Google, using ELMO, Air Play, and projector, to show student ideas and work.

This is my best byte because..

Reflection…

Technology has aided this project immensely, allowing for students to use the ELMO to trace photos for their projects.

Doran Johnson

Warrior Choir Grade 11-12

Sing for Mr. J

Tools or Resources used..

- *Quicktime*
- *Garage Band*

WHY: I wanted to find a way to assess student's vocal technique without requiring them to all come in individually to sing for me.

WHAT: I gave an assignment each quarter for students to record a required section of a song and submit it to me via email.

HOW: A recording of the accompaniment for the section was created and made available to students via email or Blackboard. Students then recorded their voice part over the accompaniment track and submitted it to me through email.

Reflection…

With the new email system students were able to submit large file types without any issues. I was able to listen to them quickly right in the email without downloading them. I could grade them and give them feedback by replying to their email. When students sing live for me they are often very anxious and don't do their best. By recording it on their own they could make multiple recordings and send their best effort. They also listened to their recordings so they could do their own self evaluation

This is my best byte because..

Sara Skinner

Spanish 7-8

Spanish Rap

Tools or Resources used..

iMovie
Keynote
Student example
YouTube video clip

WHY: I want my students to use music and technology to demonstrate their understanding of a given grammar rule in Spanish.

WHAT: Students will change the words to a popular tune and create an iMovie.

HOW: 1. Introduce the project. 2. Assign groups 3. Brainstorm songs 4. Write lyrics 5. Choreograph 6. Create iMovie

This is my best byte because..

Reflection...
I chose this project because its brand new to me this year and it uses music and technology to teach an otherwise dry subject. A colleague used this and shared one of her student's examples from last school year.

Tuneable

Band 7-8

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

I wanted to help the students see what playing "in tune" looks like and help them discover the pitch tendencies of their instruments

Students have heard me tell them they are playing "sharp" or "flat" but don't know the significance of those terms. I wanted to find a way to show them what the fluctuation of sound waves looks like when they change their air speed and embouchures while sustaining pitches.

Using the IPad, Apple TV and app: Tuneable, I take the iPad around the room and have each student play a sustained pitch while looking at those waves on the overhead projection screen.

Reflection…

Provides instant feedback to the students. Others are able to hear what being "sharp" or "flat" looks like the screen and they get ear-training practice on discerning high and low pitch.

This is my best byte because..

Jerred Zegelis

Journalism
Variable

Gathering story ideas with phones

Tools or Resources used..

- *Phones or small digital camera*

WHY: To stop the students from always saying "There is nothing going on in the school!"

WHAT: Students use their phones to snap photos of random students around the school from different backgrounds and grades. They then ask those students a series of questions to find ideas for stories.

HOW: Students approach people, introduce themselves, and take their photograph. Then they accurately record their name and grade level, and proceed to ask questions (voice recorder is allowed).

This is my best byte because..

Reflection…
Students loved finding new ideas for stories. This allowed us to put up a big list of possible story ideas throughout the room so that students could never again say there was nothing to write about.

Science
8th Grade

Using blackboard for summative and formative assessments

Tools or Resources used..

- *Blackboard*

WHY: Scan-trons circa 1972 are exhibit repeated human error as well as represent a large cost for a school's budget.

WHAT: Blackboard hads a well developed suite of tools for creating objective assessments.

HOW: Test creator functions are built into the blackboard assessment toolset.

This is my best byte because..

Reflection…

This has been a great resource for objective assessments because I can easily store and manipulate assessments as well as the assessment data without having to spend the time of doing the footwork of grading the objective segments of assessments.

Kahoot in the Classroom

Tools or Resources used..

- *kahoot.com*

I was hoping to get a general observation of what my students were learning.

Using Kahoot, I have created multiple review quizzes. Students enjoy the competition and it gives me a great way to discuss the previous days lesson as well as preview what is coming up.

It is very simple to create a Kahoot quiz. Just sign up at kahoot.com and follow the instructions.

This is my best byte because..

Reflection…

This project works very well, it is a quick and easy way to check for understanding as a bell ringer or exit ticket. It also provides time for you to review information with your students as you are giving the quiz.

Google Drive / Docs Communication

Tools or Resources used..

- *Google Drive*
- *Google Docs*

WHY: WMS Special Education staff wanted a way to share / review meeting agenda items with each other.

WHAT: On our individual Google Docs, we have a shared document in which we can add / amend items for meetings and follow ups.

HOW: Using Google Drive, one person created, and shared, a Google document with the rest of the team. Prior to meetings, everyone is allowed / encouraged to add / amend items.

This is my best byte because..

Although this is a very simple idea and basic compared to other uses of WCS technology, the communication amongst WMS staff has become more organized. The document is also helpful because it is easy to trace back when we discussed certain topics. In the future, I plan on using Google Drive for storing / sharing progress monitoring data, like some of my peers. I chose this topic because I do not use technology very often in my instruction.

Math 10-12

Vine Assign

Tools or Resources used..

- *Vine*
- *Computers/iPads/ phones*

WHY: I wanted the students to have fun doing what most of them already do anyway and demonstrate their knowledge of my subject while doing it. It is math "outside of the box."

WHAT: Students create a Vine (a 6 second video) to demonstrate how to solve a problem, to define a term or to give information about a topic.

HOW: I set up a Vine account using my school email. Our account is called KochyMonsterMath!

This is my best byte because..

Reflection…
The students have FUN doing them. It is another way for them to demonstrate their learning. Students collaborate and learn from each other.

Michael Nolette

Math 10-12

Use MyScript Calculator App (free) on iPhone

Tools or Resources used..

- *iPhone*
- *MyScript Calculator*

This is my best byte because..

WHY: Provide students an additional tool on iPhone…encourage iPhone use as a tool vs. just a social media device

WHAT: MyScript Calculator app (free iPhone app)

HOW: Since there are several TI calculator versions in each class, an alternative is the MyScript calculator app which uses the student's finger as a stylus to write their own script solve the math problems.

Reflection…

Allows for differentiated and personalized learning tools for students to try based on their individual learning style.

Kim Johnson

Social Studies
7th grade

Personalized Learning Project

Tools or Resources used..

- iBooks
- Blackboard
- iMovie
- Keynote
- Prezi

WHY: I designed a project where students could have some choice in their learning. They had the opportunity to choose what they wanted to learn more about in the unit. The project was designed so the learning could happen at their own pace. I also wanted to give the students multiple options to show their learning using technology.

WHAT: A personalized learning project over Native Americans and their contact with Europeans.

HOW: I used Blackboard to create a variety of learning opportunities for students. They chose iBooks, iMovie, Keynote or Prezi to show their learning.

This is my best byte because..

Reflection…

Using Blackboard allowed me the opportunity to create a personalized learning project. I liked how students were allowed choice in their learning as well as choice in how they showed their learning. I think they benefited from working at their own pace. I will definitely do this again with other units in the future.

Kim Eymann

"Canned Responses" with Email

Tools or Resources used..

- *Google Email*

This is my best byte because..

WHY: I wanted a quick and easy way to send an email reminder to students about serving their detention or being truant.

WHAT: Students who must serve their detention that day will receive an email to remind them that this must be done or cleared up with teacher in order to avoid more consequences.

HOW: I set up a canned response in my email so all I have to do is insert it and type in the date of the incident and what class they must serve a detention for.

Reflection…

This works like a charm…saves me time when I am sending out the same email to numerous students a day but allows me to insert specific information. But more importantly it allows me to have the students stay in classes rather than me pulling them out to speak to them about this, therefore increasing student learning!

Anticipation Guide

Tools or Resources used..

- *Laptops*
- *Google Drive*
- *Text for students to read*
- *Google Translate for students who need to translate an unknown word.*
- *Online dictionary for students to use if they don't know the meaning of a word.*
- *Google Image*

This is my best byte because..

Why: I wanted to have students make predictions and write summary statements about a text. Also, I used Google Drive documents so students could just send me the document and eliminate the need for a paper copy.

What: Students read statements taken from a text that is on a Google Drive document. As a prediction exercise, students decide if they think the statements are true or false. Then, they read the text. Students go back and record whether their predictions were correct or not. Also, students write summary statements for any false statements.

HOW: I created an anticipation guide using a Google Drive document. I sent it to my students. My students made their predictions and sent the document back to me. I could check their predictions immediately. Then, students read the assigned text. They went back and recorded whether their predictions were correct or not. Also, the students wrote summary statements about the text. The students sent the document back to me and I could check for their understanding of the text.

It was easy for students to use a Google Drive document. I liked that I could see the students' predictions immediately. I picked this example to share because using a Google Drive document is easy for the teacher and for the students. Also, it is a great way to see if the students are making good predictions and to check for their understanding of the text.

Lovena Glantz

Global Foods Junior / Senior

Global Foods Google Classroom

Tools or Resources used..

- *We use the entire Google suite of products!*
- *We love **forms** for questionnaires and quizzes.*
- *We love **documents** for interactive handouts.*

WHY: I wanted to reduce our use of paper in Global Foods, and provide a central location for course materials.

WHAT: We are using Google Classroom in Global Foods this semester.

HOW: I already create all my handouts and presentations in Google Drive, so it was a slam dunk to add them to the classroom as live digital worksheets and reference materials that students can access 24/7.

This is my best byte because..

Reflection…

A couple of our Google Classroom documents are ongoing projects that students will work with a little at a time all semester. It seemed like a good idea to make them digital so they don't get crumpled up in the bottom of a backpack or lost in the Yukon somewhere. We also like the comment feature for feedback.

AP Music Theory
10-12

Skyping with Alex Shapiro

Tools or Resources used..

- *email*
- *Skype*

AP Music Theory students need to see a real composer in action!

Group discussion and question/answer session with American composer Alex Shapiro

Contacted Alex through email and invited her to Skype with my class.

Reflection…
Why did this project work? What did you like about it?
What would you change if you had to do it all over again? Why did you pick this example to share?

Lisa Martin

Google Classroom

Tools or Resources used..

- *Google Classroom*
- *Laptop*
- *AppleTV*

WHY: I wanted to use a format that I could easily share electronic copies of my assignments, and also have them turn in the assignments through the same format.

WHAT: I set up a Google Classroom where students can always access the assigment, and I can manage when and who turned them in to me.

HOW: Set up "Science Period 1" classroom and found kids to enroll. Google sent them an email and they enrolled themselves. I did that for every other period.

Reflection…

It worked because it was a simple avenue to communicate assignments to students, and they learned how it worked quickly after some explanation.
I liked how easy it was to communicate with them and I knew they could access my assignments easily. I also like the ease of using it during class when they had to present information. The would go to Google Classroom, clicked on their assignments, and access AppleTV to present.
Somehow grade/submit feedback using a rubric I would post with their assignments.
I picked this example because I think most teachers could feel comfortable using Google Classroom.

This is my best byte because..

Linda Rau

Advanced Algebra Honors 9-11

EduCreations on the iPad

Tools or Resources used..

- *iPad*
- *Educreations*
- *Apple TV*

WHY:

-It is easier for students to learn math when they see the problems worked out live (this came from feedback from students), and the presentation space in large group is not great for teaching mathematics.

-I can post the notes on Blackboard after class for anyone who was absent in large group, or for anyone who needs a second look at the notes.

WHAT: I present my large group notes using educreations on the iPad.

HOW: I downloaded educreations, got help from my colleagues on how to upload my notes, and then learned how to hook everything up to present in the Auditorium and the Little Theater.

This is my best byte because..

Reflection...

Students can see problems as they are worked out, and I can highlight or point to what I am talking about. This has made lecturing in large group a much better experience for the students and myself.

Homework tracker

Tools or Resources used..

- *Google Docs*
- *Gmail*

WHY: Keep parents informed of homework assignments for a week at a time across the entire block and hold students more accountable for work completion.

WHAT: A google doc that teachers fill out every Monday for the entire week about their class. A link attached to the document to show when I helped what student with which assignment.

HOW: Email teachers at the beginning of each week to fill out google doc. Use it to hold kids accountable and inform parents of what is coming up for each class for their student.

This is my best byte because..

Reflection…

I like that it gives me a way to see what all of my caseload kids are doing in class. I also like that if teachers on that block want to know what homeroom kids could be working on they can look at it. It also serves as a way for me to progress monitor work completion goals.

Laura Schaben

Math 7-8

Student-driven Smartboard Lesson

Tools or Resources used..

- *Smartboard*
- *Student Computers and express.smarttech.com*

WHY: Involve all students in the activity, rather than the few who would volunteer to go up to the Smartboard. The lesson also served as a pre and post assessment.

WHAT: Students "drag and drop" different real-life scenarios to the statistical measure that would best represent it. Students did this as a warmup activity, then I presented a lesson, then they completed the activity again before the answers were presented.

HOW: I emailed my students prior to class and attached the Smartboard file. Since students do not have Smartboard software on their computers, the email also contained specific instructions on how to open and use the file. The same instructions were posted in front of the classroom for students to view while downloading and opening the file. It helped that we had done this several times already during the year.

This is my best byte because..

Reflection…

This project worked because all students were involved, not just a select few. I like the project for that reason; all students processed the lesson. I chose to share this lesson because I think it is a unique way to use the Smartboard and a unique way to make it truly INTERACTIVE!

Megan Welch

French
Levels 2 & 4H

QuickTime Voice Recording

Tools or Resources used..

- *Laptops*
- *QuickTime*

WHY: I want students to be able to critique their own speaking, pronunciation, and accents before speaking tests.

WHAT: Using the voice recording option in QuickTime, I provide my students with the opportunity to record themselves speaking French and then to go back and listen and critique their recording.

HOW: Rather than always having students speak with partners, I find it more effective if students critique themselves. I have them use the "new voice recording" option in QuickTime to record answers to various questions I give them. I can have them do this for practice, or I can have them send their recordings to me for grading.

This is my best byte because..

Reflection… I enjoy using this technique with my students because it gives them the chance to critique themselves before speaking tests. I like having them critique themselves and a partner so they are able to see which areas they need to work on. Students think it very awkward to listen to themselves speaking, but it gives them a good opportunity to hear how they sound and what areas they can improve on.

Media 7-8

eBooks

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

WHY: To get the students reading!

WHAT: Students are now able to search in our library catalog and download books on their laptops.

HOW: A link to the ebooks was added in my Blackboard page, connecting them to Overdrive. (The ebook vendor)

This is my best byte because..

Reflection…

If a student doesn't have time to come to the library and physically check out a book, they now have them available 24/7, in an ebook format. I've also used the ebook format with my Book Club, to be able to access multiple copies of a single title.

English
10-12

Movie Creation

Tools or Resources used..

- *iMovie*
- *YouTube*

This is my best byte because..

WHY: I wanted my students to demonstrate their understanding of rhetorical devices through a multimodal creative project.

WHAT: Students had to create a commercial or PSA to sell a product or idea using the rhetorical devices that we learned throughout the unit.

HOW: This was a summative project. Students first decided on a product/idea, which was of their own choosing. They then defined their audience, outlined their arguments & strategies, and created a story board of the visuals, text, and audio they would use for their commercial or PSA. They gave & received feedback on the drafts, and then created their final product in iMovie. It culminated in a presentation of the product & a written reflection.

Reflection…

I picked this example because my students seemed to be invested in and enjoy this project, which showed in the quality of their work. The project provided my students with a creative, hands-on method of demonstrating their learning, and created an opportunity to practice presentation skills. Next time I do this, I will work in more opportunities for student to practice using iMovie before it's time to do the project, and be better about setting deadlines for each step of the project to keep kids accountable and on track throughout the project.

Jennifer Paskach

iMovie country projects

Tools or Resources used..

- *Blackboard*
- *Keynote*
- *iMovie*
- *internet resources*

This is my best byte because..

iMovie country projects

WHAT: Students researched a Spanish speaking country and then made an iMovie about it. They recorded the narration for their iMovie in Spanish and then used Blackboard/google to share it with the class.

HOW: Students randomly chose a country and were given a list of requirements and reliable sources. They had some class time to work and checkpoints along the way. They then either exported it as a quicktime or saved it as an iMovie and uploaded it. Files were shared using the discussion board feature of Blackboard or google drive.

Reflection…

I liked that students had a great deal of independence with this project and I appreciated the chance to evaluate their speaking. Knowing that speaking well in Spanish was one of the criteria heightened their level of concern. If I did this again, I would want them to actually interview someone from that country or someone who had been there. I chose this to share because it not only involved creation using technology, but also sharing using technology.

Robotics

Engineering Tech
High School

Tools or Resources used..

- *MacBook Air*
- *Makerbot Replicator 2*
- *Epilog Zing16 Laser*
- *SketchUp Pro*

My goal was to have each student/team create a robot to accomplish different challenges. In our club, has one team competing in the "Open" division.

We have 4 challenges at the 2015 Nebraska Robotics Expo to compete in among the club and team.

Gave instruction and viewed challenge documentation. Presented how to create an object using equipment. Students demonstrated knowledge, and began to modify robots for contest.

This is my best byte because..

This works because our students love to create and modify the robots. Once they get instruction on how to use it, then they come up with their own solutions. They are motivated to have a working robot to show peers.

Mikayla Baker

English
9-12

gClass Folders

Tools or
Resources used..

- *Google Drive*
- *Add On*
  "gClassFolders"

This is my best
byte because..

WHY: I wanted to make setting up shared folders with students easier.

WHAT: This Google Add On, allows me to create an assignment folder for each student, a class edit folder, and a class view folder using a spreadsheet.

HOW: Use this link for a Tutorial on how to set up shared folders with your students: https://drive.google.com/a/westside66.net/file/d/0B-as_-m88N40TE15MDQ5alZZdVk/view?usp=sharing

Reflection…

This makes it so much easier to provide students with descriptive feedback. It provides students a place to work on their papers or work in progress. I have access to their work. With the "edit" folder, I have been able to have students collaborate on documents that they share amongst themselves as well as myself.

Vicki Tomlinson

Math 7th Grade

Formative Fun

Tools or Resources used..

- *Laptops*
- *kahoot.it*
- *small prizes*

WHY: I wanted to assess student progress, providing immediate feedback and reteaching where needed.

WHAT: Students go to kahoot.it, create an i.d. and log-in using the assigned test code. The questions are displayed one at a time. Students earn points for accuracy and speed. The competition is intense!

HOW: I went to create.kahoot.it and built a short multiple choice test. This does require setting up a free account. Tests can be shared with other teacher accounts or can be set-up with public access. You can change the time limit on individual questions as well as the point value of the questions. When you are ready to play, kahoot gives you a code which students use to join.

This is my best byte because..

Students are engaged. When students hear we are "playing" kahoot, there is always enthusiasm. The competition part of it pushes them to do their best work. The results for each question help me to easily identify areas of weakness and reteach accordingly. Students can choose their own "names" or I can assign them. I can also walk around and check-out individual student results.

Shaun McMahon

Math 9-12

Using an iPad to present in a large group.

Tools or Resources used..

- *iPad*
- *Computer*
- *Air Server (or Apple TV)*
- *Explain Everything*

WHY: I wanted a better way to present in large group?

WHAT: Mirroring the iPad's display to present information in large group.

HOW: Got an iPad, got the program air server, got the App explain everything.

Reflection…

It takes a little practice to get the notes to appear like you prefer. Sometimes it is difficult to get the iPad to connect to the school's wireless network.

Stephanie Pueppka

English 9th

Digital Feedback Through Google Drive

Tools or Resources used..

- *Computer*
- *Google Drive*
- *Word Processor in Google Drive*

This is my best byte because..

WHY: I wanted to provide students with immediate feedback on writing assignments so that they could apply those suggestions in a timely manner. I also wanted to track their revisions. I had used the comment features in Word and Pages in the past and emailed, but I wanted something more convenient.

WHAT: I use the comments feature to provide them with feedback (positive as well as suggestions) related to their draft. When comments are made, students get a message and when they have made changes or read the comments, they can click on "Resolve" which lets me know they have applied the changes. I also can track their revisions by viewing their revision history. This lets me know what was done with the comments for future feedback.

HOW: Students login to their Google accounts and go to Drive. They create a new document and then share it with me. They also need to rename the document so that it can easily be found. Once they have information typed, I can click on the Comments tab to leave them feedback. They can also leave comments for me if they have them. I have used this when students are looking at their own writing.

Reflection…

I like the ease of Google Drive. It saves automatically for students as they type and once they share it with me, I have it until I delete it. They can also load this document easily to turnitin.com for final submission instead of searching for it on their Desktop or having to convert it to a PDF file first. I also like the ease in which I can leave comments for students and track their revision progress/history.

Chad Schmeckpeper

AP Chemistry
Juniors & Seniors

Flipped Classroom Videos

Tools or Resources used..

- *Camtasia*
- *Knowmia*

WHY: I wanted students to use class time practicing problem solving skills, not learning new content.

WHAT: Short videos presenting content about equilibrium uploaded to Knowmia which allows me to track whether or not the students are watching the videos.

HOW: I made Keynotes and used Camtasia to screencast the presentation of my Keynote. Then I uploaded the short videos to knowmia.com and created a lesson. Knowmia allows teachers to added questions to the end of the videos for a quick assessment of student understanding. You can also use the site to track which students have watched the videos and completed the lessons.

This is my best byte because..

Reflection…
This project works because of the ability to track student views. Students are held accountable for watching the videos and can't slide by doing the bare minimum.

Nathan Bramley

Social Studies High School

Recording Lectures

Tools or Resources used..

- *Screen Flow*
- *Quicktime*
- *Wiki*

WHY: Create an online classroom and record in class lectures for absent students to access

WHAT: Screenflow allows me to record lectures. It records whatever is on the screen swell as my face and any videos I would like to add.

HOW: 1) Purchase Screen Flow ($99) 2) Record lecture 3) Covert to Quicktime 4) Upload to wikisite or blackboard page

This is my best byte because..

Reflection…

This has been great to use in all my classes. It is the only way I have been able to create an online class. Also, it has greatly increased the amount of students who are able to receive content after missing a class. Finally, it allows us to send content to students after snow and cold days.

Michaela Schaben

Using the LiveScribe Pen

Math 9-12

Tools or Resources used..

- *LiveScribe Pen*
- *LiveScribe Paper*
- *Evernote*
- *Blackboard*

This is my best byte because..

WHY: I wanted to be able to help my AP students while on maternity leave

WHAT: I used the LiveScribe pen to complete AP Calculus problems so that students could watch and listen as I solved problems. (Similar to a class lecture).

HOW: I used the LiveScribe pen to work out problems, saved these in Evernote, which saved them to a website. I then posted the necessary web address on Blackboard for students to access.

Reflection…
This seemed to work very well! I would recommend the use of the pen to "flip" a classroom or even if you have a sub. However, it did come with a few challenges.

Carolyn Harvey

World Language 9-12l

Coloring Keynotes

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

WHY: What were you hoping to accomplish by doing this…?

Engage students in memorizing noun chart.

WHAT: Description…

Used keynote with paper handout and crayons. Students colored and annotated h/o as keynote directed.

HOW: Steps you took…?

Made keynote, lots of appear/disappear, copied chart, got crayons

This is my best byte because..

Reflection…

Keeps students engaged. I adjusted the keynote after each class, making improvements. This is my tech byte b/c I don't really do anything outstanding with technology! youtube, Bb, quia, quizlet, Socrative

Kahoot

Tools or Resources used..

-Keynote
-Blackboard
-Quizlets
-Online Interactive Labs

WHY: I know that kids love using their phones and computers and it is a way to allow them to use it in a game-like setting. It gives immediate feedback as well.

WHAT: The students log in and enter in a game pin. The students answer questions and get immediate feedback on the questions.

HOW: I tried a 3 question Kahoot to see what the kids thought and how they behaved. They loved it! Now we use it for warm ups, closure, and as a review during class.

This is my best byte because..

Reflection…

This worked really well with my students. They are not typically the most motivated of students. They get really excited when I tell them we are going to "Kahoot it" today. It allows me to see what they have learned (or not learned) and it allows me to see what they already know.

Matt Bova & David Shabram

8th Grade Engineering and Technology

Habitats with SketchUp

Tools or Resources used..

- *SketchUp*
- *Keynote*

WHY: We wanted students to discover the benefits of volunteering, as well as, how SketchUp can be used by a career professional.

WHAT: Students used SketchUp to develop a floor plan for Habitat for Humanity.

HOW: We developed an assignment that had the students use the Design Process to identify the need behind developing a floor. The students then, researched this need, developed possible solutions, and then narrowed down their solutions to a best possible solution. The students then drew their best possible solution using SketchUp. Finally, the students created a Keynote presentation to communicate their floor plan solution to the class.

This is my best byte because..

Reflection…

We plan to continue using this assignment to introduce SketchUp. We like how this program allows students to draft different types of technical drawings in a user friendly way. This assignment also, shows a positive relationship between industry and community service.

Teri Donoho

Ipad with Smartboard

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

Teaching with Ipad and Smart Board

Being able to walk around the classroom monitoring and teaching while also having students be able to go writ on the smart board.

Smart board needs to be directly connected to Smart Board.

Ipad has notebook on it

Connect ipad through the Apple TV to display the lesson on my iPad which I write notes on as I walk around classroom to monitor student learning.

My computer allows students to go to the board and write.

This is my best byte because..

Reflection…

I use this almost everyday. I would like to be able to use my smart board without having to connect my computer directly up to it.

Sarah Percival

French
9-12

Self-Paced Culture Unit

Tools or
Resources used..

- *iBooks Author*
- *Blackboard*
- *Keynote*

WHY: To help students learn essential cultural elements at their own pace

WHAT: I created an iBook of important French culture and history tidbits

HOW: I adapted a Keynote that I have previously used

This is my best
byte because..

Reflection...

It allowed students to move at their own pace and me to use more French in the classroom. It also allowed students
opportunities to interact with the information more than a presentation would have.
I would supply a more structured reading/study guide in the future. This project took a lot of time, so I am proud of it!

Virgie Widdowson

7th Grade
Physical Education

On The "Move" With Google Classroom

Tools or Resources used..

- *Google Classroom*
- *Gmail*
- *Google Forms*
- *Internet*

WHY: With the class sizes that I have, Google classroom seemed to be the best fit for me to communicate with my students and organize each classes materials.

WHAT: All PE tests are generated and completed using Google forms. The forms are posted to google classroom for students to complete.

HOW: All students brought their computers to class to sign up to their google classroom. Once that was done students were able to take all assessments for PE (google forms). If students were unable to take the assessment I can easily tell who has completed the assignment and who has not.

This is my best byte because..

Reflection…

At this time all that I want to be in done my classroom with technology, Google classroom has fulfilled those expectations. I like that Google classroom is user friendly for the students and myself. One feature I really enjoy is the grading capabilities the come along with the use of Google Forms.

John D. Horton

Language Arts
8th Grade

Virtual Tea Party For One

Tools or Resources used..

- *FaceTime*

WHY: We were introducing the pre-reading strategy of Tea Party to prepare students to read the first chapter of *Call fo the Wild*.

WHAT: Since one student—a particularly dependent reader—was on a learning plan that kept him in isolation, we used FaceTime to include him in the activity.

HOW: Tea Party involves students reading cards containing a word, phrase, or sentence from the text to as many people as possible in pairs.. We set up a virtual partner, suing a laptop in the classroom and an iPad in the isolation room, and students took turns partnering through FaceTime.

Reflection…

The purpose of the activity was to teach a reading strategy, not to learn about *Call of the Wild*. Since the strategy requires interaction, I could not send it to the isolation room, and recording it for the isolated student to watch wouldn't help him learn the strategy. This way, he got as much form the activity as he would have had he been able to attend the class.

This is my best byte because..

English 9

Posting information to BB

Tools or Resources used..

- *Blackboard*

This is my best byte because..

WHY: Help students to complete their homework and keep up if they miss class.

WHAT: I post a daily summary of lesson, homework, and all files related to assignments on BB.

HOW: Everyday I take 5 minutes to post information

Reflection…

I do this to help freshmen stay organized and do their work. I have heard people say "They are in high school they should be able to manage their assignments." I forget things as an adult and I have found having one common place to find info and having step by step instructions helps students meet my expectations.

Jeanette Kleppinger

Information Technology 9

Monitoring Student Progress in a Flipped Classroom

Tools or Resources used..

Knowmia
Quicktime
Blackboard
Email

This is my best byte because..

WHY: When flipping the classroom in Info Tech we needed a way to hold students accountable for their learning. We also needed a way to see what students did and didn't understand while learning independently.

WHAT: Students learn outside of class using Knowmia, an online resource.

HOW: Students retrieve a link to the podcast and quiz they will take. They watch the video, take notes over the concepts, and take a short quiz. They come to class the next day ready to practice the skills.

Reflection…
We have found this to be a great tool to monitor our student's progress. After trial and error in setting up the videos and the ability to track our individual students we have had great success.

Megan Albers

Resource
Grade 7

Progress Monitoring- Google Doc

Tools or Resources used..

- *Google Forms*
- *Google Drive*

WHY: I was hoping to accomplish organization in regards to progress monitoring. I also wanted to have it all in one place and somewhere where I could easily share it with others.

WHAT: I created 4 Google Forms: reading, writing, math, behavior/social

HOW: 1. Created a form 2. Created tabs for each student 3. Inserted their goals

4. Plugged in formulas to do the calculations for me

This is my best byte because..

Reflection… This works because 1. It organizes my data 2. All my data is in one place 3. I can easily share it with others 4. Forms calculates my data for me 5. graphs/charts can easily be made from this data

Craig Secora

HUDL

Subject Grade Level

Tools or Resources used..

- *HUDL*

Why: To improve lifting technique, I needed the students to see their performance. While lifting, certain movements do not allow the lifter to view their technique in the mirror.

What: Students were instructed on proper technique of various exercises. After performing these exercises for several sessions, students were video taped.

HOW: Students created an account on Hudl. I then put all videos into individual accounts. Students then viewed, assessed and wrote a critique of their performance. The students will also edit the video with telestration tools (arrows, highlight boxes etc.)

This is my best byte because..

Reflection…

This project works because students love to view themselves performing the exercises. The students see themselves making the correct or incorrect movements. It's immediate feedback on performance.

Language Arts
7th Grade

Student Led Conference Artifacts

Tools or
Resources used..

- iBooks Author
- Adobe Portfolio
- mp4
- Fillable PDFs

WHY: Creating a meaningful student led conference artifact and reflection.

WHAT: Students performed a poem and using QuickTime Player were able to watch their performance and complete a reflection on it.

HOW: I filmed their performances. They were given the mp4 of their performance to watch and complete a fillable pdf reflection on what they did well and what they plan to do better on their next public speaking assignment.

This is my best byte because..

Reflection…

I love that they got to see their performance. I feel the reflections were much more thorough than last year's when the did not watch themselves. I chose this because I think parents will also enjoy seeing their child's performance and how they reflected on it. Public speaking is a life skill and everyone can always improve.

Water properties - google docs

Tools or Resources used..

- *Google Docs*
- *Google Drive*

WHY: to get at students immediate feedback on the unique properties of water.

WHAT: google doc to write observations of demonstration of properties of water. and then find a jpeg that represents that property

HOW: Google doc to share and make a copy. share their copy with me, to see and comment.

Reflection…

Why did this project work? it gave us immediate feedback and add comments if they understood or to make changes right then.

What did you like about it? gets at the creative aspect of them

What would you change if you had to do it all over again? You have to be on top of mail.

Why did you pick this example to share? - I got some good insight to on if they understood that property.

This is my best byte because..

Business 9-12

Code Academy as a Supplemental Tool

Tools or Resources used..

- *Code Academy*
- *Text Wrangler*
- *Text Edit*
- *Dreamweaver*

This is my best byte because..

WHY: Students need to practice code more then just in class. It does require some memorization. This gets kids to complete and learn the code on their own while being motivated to get out early on the long class day.

WHAT: Web meets for 1 hour on Monday's. If the students are caught up on their work they can leave the last 20 minutes (callback). Students complete required lessons on code academy in addition to their course work. This gets them to practice their coding and troubleshooting skills.

HOW: Sign up the first day, have weekly assignment goals, get a list of their user names (To verify it is the student's code academy account)

Reflection…

The kids learned HTML and reinforced their skills with practice. The lessons are simple, they can learn other code languages as well if they wanted to. This was also a great way to learn PHP without downloading a server. Assign more at once because the lessons are short. Web Design is my favorite class to teach and I enjoy finding resources that would help students develop their computer science skills.

Weekly E-mail Newsletter

Math
High School
Geometry &
Advanced Algebra

Tools or Resources used..

- *Gmail*
- *PowerSchool e-mail function*

I wanted to increase and streamline my communication with students and parents.

Each Monday I send a newsletter to all of the students and parents in each of my classes. The newsletter includes the homework assignments for the week and for the next week, upcoming assessment dates, any special schedules we will be following in the near future, and any other pertinent announcements/ information/reminders.

I have a template I created in Word that I simply update for the week. Then, I copy/paste this information into the "Email Students and Parents" function in PowerSchool.

I used to create mailing lists in FirstClass by importing all of my students' and parents' addresses at once. This way I was able to keep my formatting. However, I haven't found a quick and easy way to create the mailing lists in Gmail yet, so I've been using PowerSchool instead.

This is my best byte because..

I chose this example because this is one of the things I get the most comments about from parents — they appreciate having all of the information in one place and being kept regularly in the loop. They also feel comfortable contacting me in return because the conversation between us starts early in the semester.

Becky Lowther

Science
8th Grade

Title of My Best Tech Byte

Tools or
Resources used..

Blackboard

WHY: To check student understanding

WHAT: Formative Assessment

HOW: I took the science department summative assessment, then created a formative assessment under blackboard that would be similar to NeSA Science Test.

This is my best byte because..

Reflection…

This is another tool to check student understanding and also prepare for the NeSA Science Test.

Progress Monitoring- Google Doc

Tools or Resources used..

- *Google Spreadsheet*
- *Google Drive*

WHY: I was hoping to accomplish organization in regards to progress monitoring. I also wanted to have it all in one place and somewhere where I could easily share it with others.

WHAT: I created 4 Google Spreadsheet: reading, writing, math, behavior/social

HOW: 1. Created a spreadsheet 2. Created tabs for each student 3. Inserted their goals

4. Plugged in formulas to do the calculations for me

This is my best byte because..

Reflection… This works because 1. It organizes my data 2. All my data is in one place 3. I can easily share it with others 4. It calculates my data for me 5. graphs/charts can easily be made from this data

David Shabram

Habitat for Humanity with SketchUp

Tools or Resources used..

- *SketchUp*
- *Keynote*

This is my best byte because..

WHY: We wanted students to discover the benefits of volunteering, as well as, how SketchUp can be used by a career professional (architect).

WHAT: Students used SketchUp to develop a floor plan for Habitat for Humanity.

HOW: We developed an assignment that had the students use the Design Process to identify the need behind developing a floor. The students then, researched this need, developed possible solutions, and then narrowed down their solutions to a best possible solution. The students then drew their best possible solution using SketchUp. Finally, the students created a Keynote presentation to communicate their floor plan solution to the class.

Reflection…
We plan to continue using this assignment to introduce SketchUp. We like how this program allows students to draft different types of technical drawings in a user friendly way. This assignment also, shows a positive relationship between industry and community service.

delicious.com

WHY: We try to share links to sites and information, with teachers on the Staff folder. This helps keep track of those sites.

Ongoing

WHAT: delicious is a social bookmarking site. It can be accessed from any Internet connected computer

delicious.com/whswarriors

HOW: We tag the links with class names to help teachers quickly find sites and articles of interest to them. We created a delicious.com site and shared it. It is linked on our webpage.

This is my best byte because..

Reflection…
Teachers appreciate the information & making it available online means they don't have to bookmark every link/site we send.

Google Forms

Tools or Resources used..

- *Google Drive*
- *Google Sheets*

I had never used google forms before, but I was hoping to allow students and professionals to sign up to career sessions during junior group guidance

The forms were pretty easy to use. I listed the choices of careers and times and the students and professionals send back their responses.

The results were given on a google spreadsheet for both

This is my best byte because..

Reflection:
The forms for the professionals were limited to three speakers and now I know that I would like to have more control in choosing the speakers and times for our classes.

Math 7th grade

Kahoot

Tools or Resources used..

- *Kahoot*
- *projector*
- *laptops*

This is my best byte because..

A quick and fun way to give a formative assessment

Online trivia game (similar to using a set of clickers)

Creating the Kahoot game is simple. You just put in individual questions and multiple choice answers. The students go to kahoot.it and sign in using the game code when you launch/project the game. They put in their name and then answer the questions as quickly as they can. They receive points for each correct answer.

Reflection…

I like using Kahoot before summative assessments because it gives the kids an idea of the content they will be assessed on and it gives me an idea of what topics they still need extra practice with. You can create your own game or look through the public games and choose the one that fits in with your content. The only downfall I can think of is that it's not the best for putting in math formulas/symbols.

Angela Mosier

Mathematics High School

Polynomial Roller Coasters

WHY: My goal is to allow students to gain a deeper understanding of polynomial functions through real-world connections.

WHAT: After learning about the characteristics of polynomials, students use a graphing program to design a roller coaster modeled after a polynomial function that meets a specified set of criteria.

HOW: In Advanced Algebra, I introduced the chapter on polynomials by having students experience a simulated roller coaster ride by watching roller coaster videos found on you-tube. After this introduction, students use grapher to manipulate a function that models a roller coaster track. During this exploratory activity, students see how changing values in the function transform the graph. Throughout the chapter, I refer back to this activity to introduce new vocabulary and concepts. At the conclusion of this chapter, students are then challenged to design their own roller coaster modeled after a polynomial function using a graphing program.

Tools or Resources used..

- *Grapher, Geogebra, or Graphing Calculator*
- *www.youtube.com*
- *www.wolframalpha.com*

This is my best byte because..

Reflection…

This project was piloted last spring in the Advanced Algebra course and we have discussed modifications to provide differentiation for students of varying abilities. I believe this project was a fun and challenging way to spice up the polynomials unit and show how technology can enhance real-world connections in the mathematics classroom.

Lower East Side Tenement Museum

Tools or Resources used..
www.tenement.org/immigrate

WHY: What were you hoping to accomplish by doing this…? Having the students be able to have virtual immigrant experience by using the Lower East Side Tenement Museum website.

WHAT: Description…Tenement Museum website; website is led by Victoria and she gives a "tour" of the tenements that immigrants to NYC typically lived in between 1890 and 1920. This includes visuals of various rooms in the actual museum, different jobs and activities that immigrants engaged in and how they lived. There are videos of Victoria explaining different aspects of life throughout the website.

HOW: Steps you took…?Log on to the Tenement website; students will then explore the website while answering various questions about the immigrant experience. This is a formative assignment. After this assignment and two others relating to immigration the students will use that information to complete a summative writing assignment.

Reflection…
Why did this project work? What did you like about it? It was engaging for students.

Google Classroom

Reading 7-8

Tools or Resources used..

- *Google Classroom*
- *Google Docs*

This is my best byte because..

WHY: I wanted to share student-led conferences in a format that was easy for students to use and for me to monitor and evaluate.

WHAT: I used Google Classroom to share my tag sheet/reflection form for student-led conferences.

HOW: I created a tag sheet, uploaded it to Google Classroom, and shared it as an assignment through Classroom.

Reflection…
I think Google Classroom is very intuitive and easy for students and me to use.

Marilynn Mendick

Zoology 10th, 11th, 12th

Interactive Diagram Online Viewer for the students

Tools or Resources used..

- *SMART Notebook Express Webpage:*
- *http://express.smarttech.com/#*

This is my best byte because..

WHY: We use many diagrams to teach the animals covered in our course and we needed a way for our students not only to be able to practice <u>in</u> class but also <u>outside</u> of class.

WHAT: The SMART Board interactive drag and drop a great way for the students to learn the names of the structures of each of the animals, but he kids cannot practice outside of class because they do not have the software on their computers

HOW: (1)The student first download the interactive diagram(s) they wish to practice from our BB site. (2) They then click on the Interactive Diagrams Online Viewer link (http://express.smarttech.com/#) located on our BB site. (3) From this site they then can open any existing interactive diagram and practice,pratice, practice.

Reflection…

Brenda and I did a lot of work making the SMART Board interactive diagrams for our Zoology Class. We saw an increase in learning of the students who were assigned to us and were able to practice with the interactive diagrams and we wanted a way for all students to be able to get this practice too. Now all of our students have access to this when ever they need it.

Art
9-12

Check for Understanding

Tools or
Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

WHY:I want to be sure all students understand the steps to making a tripod cup

WHAT: I created a multiple choice quiz with instant feedback of correct answers

HOW: Students take the quiz by logging onto scorative.com and typing my room #

This is my best byte because..

Reflection…

It is a quick review for all students to actively participate. Socrative corrects their answers for the teacher to view.

All subjects.
All grade levels

Digital Collage

Tools or
Resources used..

- *Photoshop*

WHY: I wanted to introduce my students to the basics of photoshop. I also wanted them to learn about narrative in art.

WHAT: The project was a digital collage created in photoshop that contained a narrative.

HOW: The students looked at examples of art containing a narrative, as well has examples of digital collage. They took part in a class discussion. I cave a demonstration of how to use photoshop. The students also received a printed list of requirements that also included a cheat sheet of basic command in photoshop.

This is my best
byte because..

Reflection…

I liked this project because it takes advantage of the exceptional technology that the students have access to. Photoshop is something that the students were eager to learn and picked up quickly. I was surprised that many of the students didn't even realize that they had photoshop on their computers.

iMovie Trailer

Tools or Resources used..

- *iMovie Trailer*
- *Word*

When my PLC was trying to come up with alternative ways to assess student learning for a novel, we thought it would be fun to have a list of choices that appealed to the multiple intelligences of our students.

Students created an iMovie that featured characters and themes found in a class novel. After they created the iMovie trailer, they wrote a review of the book (at least 300 words). They needed to think about the following questions and use specific examples from the text.

What did you like about the book? What did you not like about the book? Why should someone read this book? What can we learn from it?

First, I created my own iMovie to use as an example. This helped me gauge the difficulty of the assignment. Then, I also wrote a sample review. I showed the students how to access the iMovie Trailer feature and let them work.

This is my best byte because..

Reflection…

This project worked because the students were able to make an engaging feature that highlighted the book. I liked that they were not only fun to make, but fun to present. I wouldn't change anything about it. I chose to share this byte because it's an alternative to writing a literary analysis paper.

Sets and Closure

Science
10-12

Tools or Resources used..

- *Gmail*
- *Google Survey*
- *AppleTV*
- *Projector*

WHY: Engage students and assess(formative)

WHAT: Send out a daily enter/exit question to each student by way of a Google Survey.

HOW: Create a survey for each course. Update daily with objective and enter/exit question. Send out by way of email. Students enter class and open the email and survey. Repsond to the questions. As a group we view the results and reflect. End the day with the exit question. The viewing and reflection is done by me.

This is my best byte because..

Reflection…

Creates a routine. Engages students in the content for the day as well as helping them think back to their previous learning. The survey allows me to collect data by way of the spreadsheet. I can reflect on how my classes progressed through the content.

Music 9-12I

iReal Pro

Tools or Resources used..

- *iBooks Author?*
- *Blackboard?*
- *Wiki's?*
- *Keynote?*
- *CoverItLive?*
- *Other…?*

WHY: To give students an improv experience with this app technology.

WHAT: iReal Pro (app on iPad / iPhone / iMac)

HOW: Create backgrounds for students to solo / practice on their own with an electronic rhythm section. I'm able to create specific chord changes for the students to improv to. This app also gives specific scales that will work with each chord.

This is my best byte because..

Reflection…

This allows students to experiment on their own to improv on their own speed and time outside of the classroom. I use it mainly on songs that we perform, students can improve on their improv solo in their individual practice time. I email the recordings to each student to use in their iTunes.

Angie Kizer

Using Google Forms, Drive, and Classroom to assist with Differentiation

Tools or Resources used..

- *Google Classroom*
- *Google Forms*

WHY: To allow for differentiation and better tracking of homework

WHAT: I create my assignment on Word and upload it to Google Drive. I posted the assignments on Google Classroom. I had four different versions of the same assignment for the different reading levels my students may had. The student download their level on Google Classroom. The assignment had links to Google Forms so I could see their work immediately.

HOW: 1. Made Google Forms.

2. Set up Google Classroom

3. Made different assignments.

Reflection…

Why did this project work? It makes it easier to manage after the initial work. What did you like about it? Students can have different assignments.
What would you change if you had to do it all over again? I always try to improve it. Why did you pick this example to share? I use this a lot.

This is my best byte because..