

East Irondequoit NSBA Visit

**Partnership to Consortium:  
A Higher Ed Perspective on  
Digitally-rich Teaching**

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# Agenda

- How the partnership started: Supporting East Irondequoit's digital conversion
- Launching the Consortium
- Developing a program to prepare teachers for “digitally-rich” teaching
- Key lessons learned
- Q&A



# How the Partnership Started

- Call from East Irondequoit
- HE initial role: Evaluation of first pilots
- HE emerging new roles:
  - Informing professional development decisions
  - Informing district decisions as member of the Digital Conversion Leadership Team



# Launching the Consortium

## *Why a regional consortium?*

- Other districts calling on East Irondequoit for support
- Perceived need for a structure to:
  - Share lessons learned
  - Share information about resources
  - Collaborate on PD and capacity building
- Value of partnership involving school districts, BOCES, and school of education



# Regional Consortium Mission

***Support school districts engaging in digital conversion – at any stages of the journey – to develop and implement their own digital conversion strategy.***

*By providing:*

- Access to resources (*research, knowledge, grants, etc.*)
- Select “services”/ PD opportunities
- Opportunities for networking
- Vehicles to disseminate best practices (*website+*)



# Launching the Consortium

## *HE key roles:*

- Founding member; part of leadership team
- Lead on Consortium Website design and maintenance
- Lead on designing selected PD:
  - Kick-Off Workshop
  - Leadership Team Workshop (in preparation)
- Lead on selected grant applications
- Deriving implications for the preparation of future teachers and school leaders



# Implications for preparing K-12 teachers & administrators

## *Need for teachers to:*

- Become aware of the potential & limitations of digitally-rich learning
- Appreciate the power of digital conversion to improve student learning
- Recognize that digital conversion will require changes in expectations and teaching practices
- Know how and when to use specific digital tools and resources



# Implications for preparing K-12 teachers & administrators

## *Need for administrators to:*

- Become aware of the potentials & limitations of digitally-rich learning
- Appreciate the power of digital conversion to improve student learning
- Recognize that digital conversion will require changes in expectations and practices – with implications for teacher evaluations
- Know what it takes to implement digital conversion



# Course: Digitally-Rich Teaching & Learning

- Hybrid-online; 3 graduate credits
- Goal: *Empower participants to (a) come to appreciate the transformative potential of digitally-rich teaching and learning (DTL) and (b) design and implement effective “digitally-rich” learning experiences for their K-12 students using a specific LMS.*
- Modules/ Essential Questions:
  - *What is involved in Digital Conversion, and why does it matter?*
  - *How can we create DTL activities that leverage how people learn best?*
  - *What design approaches and principles should inform the planning of DTL activities?*
  - *How can digital tools be used to design more powerful assessments and to better use assessment data to inform instruction?*
  - *What “high-impact practices” should be used to most affect the success of DTL experiences?*
  - *How can appropriate digital resources be effectively selected?*



# Advanced Certificate: Digitally-Rich Teaching in K-12 Schools

- 12 graduate credits
- Requirements:
  - EDE484A: Digitally-Rich Teaching & Learning in K-12 Schools
  - EDF490: Practicum in K-12 Digitally-Rich Teaching
  - *An instructional technology elective*
  - *A teaching methods course*

“Stand alone” OR Part of another degree – options:

- Master-level teacher preparation program
- Master leading to NYS Professional Teaching Certification only
- Master-level school leadership preparation program
- Ed.D. program



# Key Lessons Learned on K12-HE Partnerships

- These partnerships take significant time and resources
- There has to be a clear win-win for both K12 and HE institutions
- Critical role of working together on a few projects of common interest
- Top leadership in both institutions need to guarantee support (including concrete resources)
- Identify “point person” in each institution – with clear authority and responsibilities for the partnership
- Ensure on-going communication among point persons



# Q & A



# Regional Consortium: Examples of shared PD opportunities

- East Irondequoit Annual Symposium
- Leadership Team “Kick-off” Workshop (*next offerings: 12/02/16; 1/20/17*)
- BOCES PDs (and other services)
- UR courses:
  - EDE484A: Digitally-Rich Teaching & Learning in K-12 Schools (*Spring 2017; Fall 2017*)
  - (*forthcoming*) Leading Instructional Change for Digital Conversion
- UR Advanced Certificate in K-12 Digitally-Rich Teaching (*pending NYSED approval*)



# Leadership Team “Kick-off” Workshop

- Pre-requisite to join the Consortium
- Participants: District leadership teams (4-8)
- Key goals:
  - Develop a shared vision
  - Begin the networking process
  - Learn about the Consortium
- Half-day
- Key activities:
  - Initial sharing
  - Shared DTL experience
  - Overview of consortium

