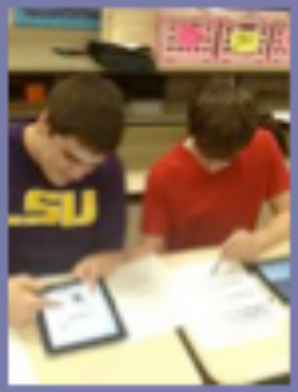
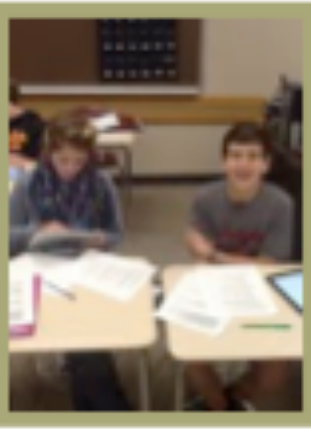
Learner-Centered Instruction





Technology Rich Content

21st Century Learning

By: Robin White

Bridging the Gap between 20th Century Instruction to 21st Century Learning

PROFICIENCIES FOR TEACHERS
LEARNER-CENTERED SCHOOLS

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

LEARNER-CENTERED INSTRUCTION

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Source: SBEC publication, Learner-Centered Schools for Texas, A Vision of Texas Educators, July 1997

Professional Development and Appraisal System

Appraisal Framework

Domain I: Active, Successful Student Participation in the Learning Process			
Evaluation Dimensions: a. Quantity and quality of active student participation in the learning process is evident. b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.			
Evaluation Criteria			
Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE	**MOST OF THE**	**SOME OF THE**	**LESS THAN HALF OF THE**
1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.
2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.
3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).
4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.
5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

a. The instructional content is based on appropriate goals and objectives.
b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.
c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.
d. The instructional strategies promote application of learning through critical thinking and problem solving.
e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).
3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.
4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.
5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.
6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.

Domain II: Learner-Centered Instruction, continued

7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.
8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.
9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

JABUTICABA

Name: _____ Date/Period:_____

Materials:

- iPad
- Paper/Pencil for recording data
- YOUR BRAIN
- SOME CREATIVITY

Objective:

- To research Jabuticaba using the criteria from the rubric below
- To create a video using you iPad and iMovie
- To post your video to your YouTube account (Yes you already have one… sign in using your school email address and password)
- To post your video to your blog using your HTML code from YouTube.

JABUTICABA

State the following… • Title of your video • Brief introduction to what the video will be about	**10 pts**
All group members have a speaking role in the video	**10 pts**
Give a vivid description of each of the following:	
• What is Jabuticaba?	**10 pts**
• What are other names for Jabuticaba?	**10 pts**
• Where is Jabuticaba found?	**10 pts**
• Ways Jabuticaba is used?	**10 pts**
• What is unique about Jabuticaba?	**10 pts**
• What similarities does it have to something you are already familiar with?	**10 pts**
• If you had Jabuticaba, what are some different ways that you could use it?	**10 pts**
Images of Jabuticaba are included during the video	**10 pts**
Creativity: (Bonus)	**5 pts**

Instructions for Posting to YouTube from iMovie

After you have completed shooting and editing your movie, follow the instructions below in order to post your video to YouTube. If you have never posted anything to YouTube before, please see the ** below.

Main Screen: Go back to the main screen on iMovie.
Export movie:

- At the bottom of the screen, click the icon that has an arrow going out of a box.
- A pop-up screen will come up will a choice of exporting methods. Choose the one that says YouTube.
- **IMPORTANT**: if a login in screen does not pop-up immediately, scroll down to the bottom and sign the person out that forgot to sign out. If you do not do this step, you will post to someone else's YouTube account.

Log In: You will login by typing in your school email username and password.

Title: Create a title
Category: Select Education
Size: Large(Recommended)
Publish: Unlisted

Share: Scroll to the top and in the top right hand corner click share. The movie will begin to export and the upload to YouTube.

You can now use this YouTube video to post to blogs, or make QR codes.

****IF YOU HAVE NEVER POSTED ANYTHING TO YOUR YouTube ACCOUNT… DO THIS STEP FIRST**

- Go to www.youtube.com
- Login using your email username and password
- In the top right hand corner you should see your name where you are logged in.
- Click the down arrow beside that and go to Video Manager.
- Follow the instructions to create a channel for your YouTube account.

INSTRUCTIONS FOR POSTING A YouTube VIDEO TO YOUR BLOG

- Go to www.youtube.com and login using your email username and password.
  - At the top where your name is, click the down arrow and select Video Manager
  - Click the video that you want to upload to your blog. (If it starts playing just press pause)
  - Scroll down a little and click the tab that says SHARE
  - Click the EMBED tab
  - Go to SIZE and choose CUSTOM SIZE and type 480 in the first rectangle. The 270 will automatically show up in the next rectangle
  - Scroll down and make sure you uncheck SUGGESTED VIDEOS – we do NOT want it to suggest videos.
  - Now copy the HTML code above

- Open a new tab at the top and go to YOUR BLOG PAGE. www.*Last name First initial.wonecks.net* **Example: www.whiter.wonecks.net**

  - Log in to your blog
  - At the top click the plus sign and select Add New Post
  - Type in your Title
  - You will see two tabs VISUAL and HTML – Choose the HTML tab. (otherwise when you post this, you will just see an HTML code on your blog)
  - Paste the HTML code from YouTube in the window.
  - Click PUBLISH

Now check to see if your video posted to your blog!

Transforming a Lesson to Include Technology

(The majority of the lesson needs to be in Comprehension or higher level of Bloom's)

Lesson Objective:

TEKS: *Include as many objectives as possible and as often as possible.*

Engage: *Basically you want to start the thinking process. You do NOT want to provide the answer to these questions. Let the students engage in conversation about the topic. When conversation begins to dull, pose another question? All of your initial questions will be things that you will want them to research.*

What do you think about?
What if _____ happened?
How would you do _____ if _____ happened?
What are some likes and differences?

Reflective Questions: Did the students discuss general concepts?
Did the students have conversation where thoughts and ideas were debated and/or clarified?
Did you use an engagement strategy like talk and turn?

Research/Discovery: *Ask yourself this question… If I couldn't say a word to my students, what could I have them do in order to understand the concept?*
You provide the topic and what they should research/discover; they provide the details.

Reflective Questions: Did you provide students with a list of expectations or rubric?
Did the students collaborate in order to discover details?
What form of technology did the students use to research/discover the details?

Presentation: *Allow students to present what they have discovered to the class. Use your imagination on the different ways this can be done. (Videos, Slide presentations, Modeling using "white board" Apps,…)*

Reflective Questions: Did the students get to "show" and explain?
Did the other students ask questions about the presentation?
Did you use any form of technology for presentations?

Evaluation/Reflection: *Allow the students the opportunity to discuss the components of the presentation they agreed with and disagreed with. Sometimes having an evaluation form for the students to fill out is more effective. This way, they can make sound judgments. You can use your evaluation as a form of assessment in lieu of formal assessment.*

Lesson Planning Template

Teacher: _____
Grade Level: _____
Date: _____

Lesson Objective: _____

TEKS: _____

Engage:

Highest Level of Bloom's reached: _____

Research/Discovery:

Highest Level of Bloom's reached: _____

Presentation:

Highest Level of Bloom's reached: _____

Evaluation/Reflection:

Ways to Incorporate Technology

This list is by no means an exhaustive list of things you can do with the iPad. This is just a starter list in case you have no idea where to begin. These methods work for ALL disciplines and can be modified to meet your objective.

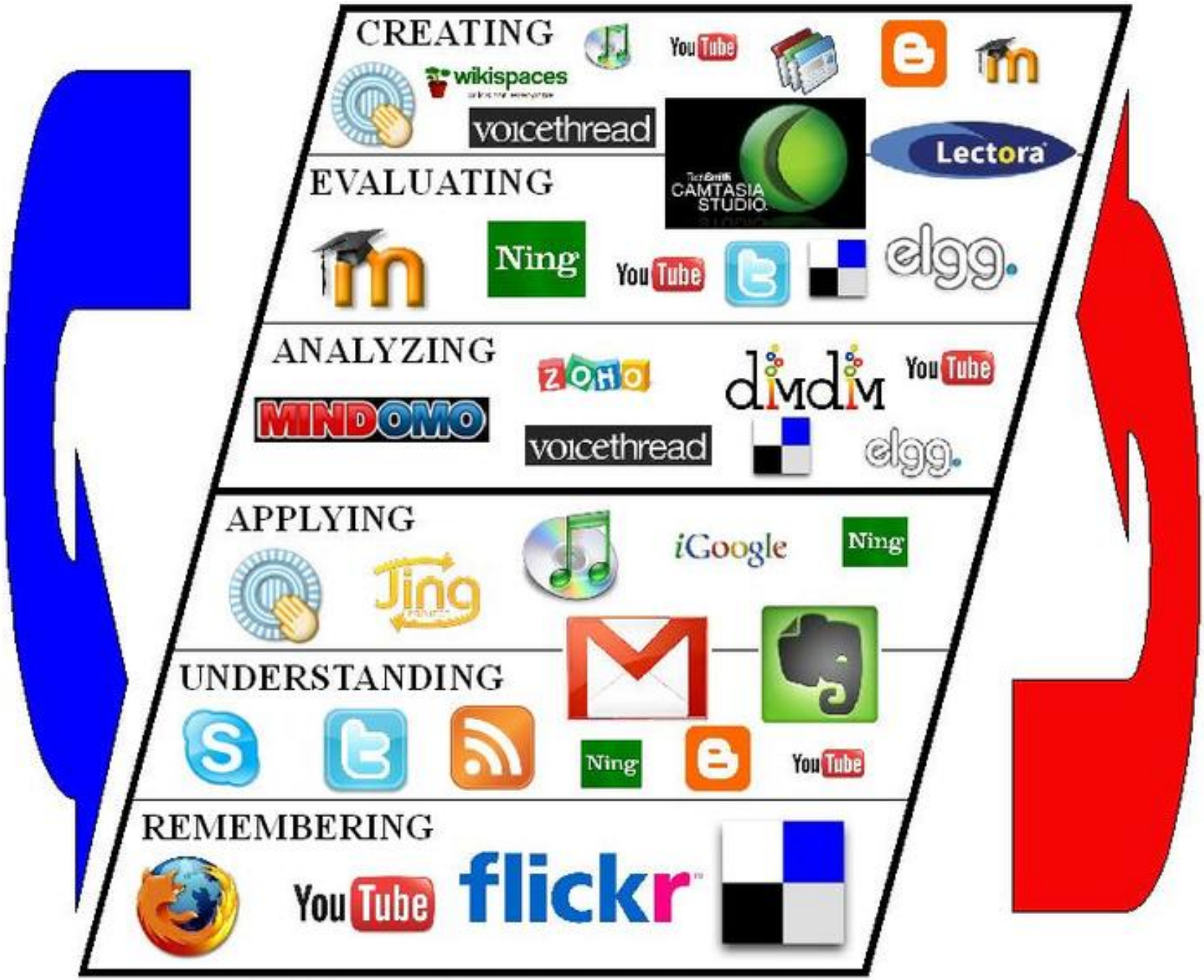
- Give students a rubric containing the information you want researched. Have the students work in groups and research the topic by searching the web, watching videos from TeacherTube or YouTube and so on... (The students are very resourceful at finding good videos to watch. If you would like to be more in control of their choices, then select a few of them and post a link to your blog for their access). Have the students make a presentation either in Keynote or iMovie. Then have students post these to their blog (e-portfolio). YES… EVERY STUDENT AT WHITE OAK ALREADY HAS A BLOG. (Example: jsmith.wonecks.net -- first initial, last name….)
- Have the students find pictures on the iPad that go along with your lesson. Use the App Reflections to display those to the class and have classroom discussions about the pictures. (Feelings, attitudes, climate, predictions…)
- Post video presentations to YouTube and print a QR code for them to turn in to you and also to attach in their journals to have parents view them.
- Use a "white board" App of some sort to model situations or take notes while doing research.
- Use different Apps to reinforce skills (Since most of these are not higher level Bloom's I would limit this)
- Use your SmartNotebook™ software and record "mini lessons". Download these links to your blog so the students can have access to information you have filtered through. They can then watch whatever you have downloaded when THEY need it.

RELAX…I assure you that the more you use this in your classroom, the more you will WANT to use this in your classroom. Each time, you will think of more and more ideas. Then, you will realize how limited this list really is.

REMEMBER… it is only using technology, IF the student is using it.

RESEARCH…Having kids research, discuss, collaborate, write about what they have discovered, and evaluate themselves and others is truly best for them. Letting kids have ownership of their learning engages them and deepens their thought processes. You will have conversations with your students that will astound you!

If you need help, please email or call me.
Robin White whiter@woisd.net



*Based on the 2009 "25 Tools" A Toolbox for Learning Professionals, published at:
http://www.c4lpt.co.uk/25Tools/index.html
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