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Blended Teaching Competency Assessment

Emily Bateman Pulham

Instructional Psychology & Technology

This PhD measurement project is a practical fulfillment of the new Utah State Department of Education’s mandate that teachers learn “to teach effectively in traditional, online-only, and blended classrooms” and “to facilitate student use of software for personalized learning” ([Utah Administrative Code R277-504- 4.C.3.c-f](#), n.d.). This project was initiated to construct a new assessment instrument that assesses preservice teacher understanding of blended teaching principles and skills. This assessment will eventually become high-stakes, meaning that preservice teachers must pass it in order to graduate. Some researchers call blended learning the “new normal” (Norberg, Dzubian, & Moskul, 2011, p. 4), and it is feasible that in the near future most schools will allow instruction that has a mix of online and face-to-face interaction suiting the needs of the student body. Thus we prioritized blended teaching skills in the assessment instrument we built.

This mandate correlates with research trends and growth in blended and online learning programs for K-12 students. The number of students enrolled in full-time blended schools grew by 40% from 2014 to 2015 (Molnar et al., 2017). Preparing teachers for these updated environments is an important and difficult task. While many states are now requiring preservice teachers to take credits that are technology-focused, most future teachers will have very little experience having been in a blended class that is built like a K-12 blended environment (Archambault, DeBruler & Friedhoff, 2014). Many states have a K-12 online teaching endorsement (McAllister & Graham, 2016).

Literature Review

Blended Learning Context

Blended learning is the combination of online and face-to-face learning. It is in use in many age groups and has been shown to improve achievement outcomes (Means et al, 2010;

Bernard et al., 2014). A common definition of blended learning in K-12 is an educational setting that occurs “at least in part through online learning, with some element of student control over time, place, path and/or pace” (Horn & Staker, 2014, p. 34).

Blended Teaching Competencies

In a literature review by the author (in review), 8 documents on blended teaching competencies and 10 documents on online teaching competencies were reviewed and coded to determine the most prevalent skills needed and to compare and contrast blended with online teaching skills (see Table 3). Table 4 shows the skills most often mentioned in blended competency documents. The basic codes that formed the organizing codes of Table 4 are the basis for the question items written by the researchers in this measurement project.

Table 3

Blended Teaching Competency Documents Used in Analysis (Pulham & Graham, 2018, accepted)

Document	Description
Implementing Online Learning Labs (Bakia et al., 2011)	Report of Miami-Dade County’s use of online learning labs after one year of implementation. They produced guidelines for online lab facilitators.
The Rise of K-12 Blended Learning (Staker, 2011)	Report compiling 40 K-12 blended learning case studies across the US, including type of blended institutional model, cost effectiveness, and a few descriptions of teacher skills.
Blended Learning in Grades 4-12: Leveraging the Power of Technology to Create Student-Centered Classrooms (Tucker, 2012)	Practical advice and details from a teacher to other teachers implementing blended learning in their own classroom. The major focus is on facilitating online discussions.
Preparing Teachers for Blended Environments (Oliver & Stallings, 2014)	Literature review compiling research-based evidence of effective blended learning practices, stating that blended teachers must consider: (a) class context, (b) pedagogical strategies, and (c) technology.
iNACOL Blended Learning Teacher Competency Framework (Powell, Rabbitt, & Kennedy, 2014)	Framework organizing 12 competencies under four main categories: (a) mindsets, (b) qualities, (c) adaptive skills, and (d) technical skills.

Oliver's Framework for Blended Instruction (Oliver, 2014)	Framework with domains including (a) professional responsibility, (b) instruction, (c) design, (d) technology, (e) preparation, and (f) curriculum.
Go Blended! A Handbook for Blending Technology in Schools (Arney, 2015)	Handbook containing a three-fold blended teaching readiness rubric: (a) instructional elements, (b) behavioral elements, and (c) data.
Learning Accelerator Website (The Learning Accelerator, n.d.)	Framework including 67 strategies organized into these six practices: (a) face-to-face learning, (b) technology, (c) integration, (d) real-time data, (e) personalized learning, and (f) mastery-based progression.

Note: Parks, Oliver, and Carson (2016) has a brief treatment of each of the competency domains and shows data from the validation of the Blended Practice Profile instrument which is based on Oliver's Framework.

Table 4

Top Blended Organizing Themes, Ranked in Order of Coding Frequency Percentage (adapted from Pulham & Graham, accepted, 2018)

Rank	Organizing theme (global theme)	Percent of total codes (n=767)
1	Flexibility & personalization (pedagogy)	9.65%
2	Mastery-based learning (pedagogy)	4.69%
3	Data usage and interpretation (assessment)	4.56%
4	Expectations established (management)	4.43%
5	Student progress review (assessment)	4.17%
6	Classroom management (management)	4.04%
7	Learning management system (technology)	3.52%
8	Student-centered learning (pedagogy)	3.39%
8	Integration of face-to-face and online class elements (management)	3.39%
10	Student grouping (pedagogy)	2.87%
11	General assessment (assessment)	2.74%
12	Community development (pedagogy)	2.61%
12	Software management (technology)	2.61%
14	Online discussion facilitation (pedagogy)	2.48%
15	Parental involvement (management)	2.22%
15	Formative assessment (assessment)	2.22%
15	Instructional intervention (pedagogy)	2.22%

Existing assessments for blended teaching competence

There are several companies who already have a blended teaching competence inventory or standards for teachers. None of the available measurement tools assessed blended teaching knowledge, understanding and application through a cognitive assessment, with most using a self-assessment rubric or survey. The Learning Accelerator (TLA) in partnership with iNACOL built a simple self-assessment for teachers with a rubric to gauge whether main competencies are strong, developing or need major improvements (The Learning Accelerator, n.d.). Thrivist has a proprietary self-assessment for teachers (Parks, Oliver & Carson, 2016). While this survey is still being validated, one of the drawbacks is the lack of openness of the survey. One performance rubric built by TNTP (The New Teacher Project) for administrators has a talent scorecard to assess potential blended teachers at their schools based on 32 indicators (TNTP, 2014). However this scorecard has not been validated through research. Several other self-report surveys of blended teaching readiness focus on district-wide readiness rather than individual teacher competency (The District Reform Support Network, 2015; The Highlander Institute, 2017).

Types of assessments

There are many ways to assess learning, chiefly three types: (1) performance assessments, (2) cognitive assessments, and (3) affective assessments. Typically cognitive assessments have had the greatest prevalence in academics, and assess prior knowledge, understanding and application, and are many times administered to many students at once. Performance assessments are more typical for assessing actual competence in a skill or talent, such as dance, nursing, and other areas requiring action. Performance assessments are often accompanied by rubrics that guide a rater's grading of the activity. Performance assessments can

also occur in the form of observation, such as classroom observation. Affective assessments are measures of individual affective traits, measured by scales. Self-report surveys are a type of affective assessment that can also assess opinion.

Writing test items

Miller, Gronlund and Linn (2013) state that before constructing assessment items, these three steps should be followed: (1) the purpose of the test or assessment should be determined, (2) a set of specifications should be developed, and (3) the most appropriate types of test items and tasks should be selected. Without a purpose to the test, test items will be written that have no clear purpose guiding the language of the questions. The test specifications allow for strategic planning of which kinds of questions will be included in the test, and to which instructional objectives they relate. Lastly, selecting appropriate test items will be important for executing the purpose of the test. Objective test items have right or wrong answers, while performance assessments usually require rubrics for grading essays and open-ended questions.

To guide the appropriate test item selection, clear statements of instructional objectives should be written as actions, beginning with a verb, such as “Describes the principle in own words” (Gronlund & Brookhart, 2009). This will help us to define the activities and actions the students will be doing in the assessment.

Purpose statement

The purpose of this measurement project was to create an instrument that measures the key blended teaching knowledge, understanding and application.

Methods

While we recognize the ideal standard for measuring blended teaching competency would be a performance assessment in an actual teaching environment, we chose to use a

cognitive assessment for this project. It will be administered to large groups of undergraduates in the teacher education cohorts that are soon to graduate. Performance assessments would be too time consuming and costly to implement, and there are not close by blended schools where preservice teachers may student-teach. The test will assess knowledge and understanding of blended teaching principles, as well as some application of those principles to unique situations. The test will be used to predict success of a student in a blended classroom. Eventually test items will be tied to remediation exercises that will teach the concepts that were missed on the test. Building the remediation materials is not a part of this project, but that is the end goal. The assessment will eventually be used summatively, taking place near the end of a preservice teacher's time at BYU, but its first iteration will not be as high-stakes since the requirements that teachers are prepared to teach in blended and online contexts is still new.

We based our test items off of the basic codes from Pulham and Graham's literature review (accepted). The competencies deemed as important in a blended teaching environment will be put into three categories that TLA uses: (1) personalization, (2) data practices, (3) in-person and online integration, with the addition of two more categories: (4) technology-mediated interaction, and (5) dispositions. We have created the fourth category (technology-mediated interactions) to address blended teaching skills not addressed by TLA but that we feel are important to blended teaching. The fifth category contains ideas about basic skills and dispositions that are foundational to success in a technology-rich pedagogical approach, whether blended, online, or technology integration focused.

Conversations with school leaders from local partnership school districts (Jordan, Provo, Alpine) helped to inform further the competencies desired for newly-hired teachers. Teachers

and leaders from around the country were also asked to provide their desired skills at the iNACOL conference in Orlando, Florida.

Four of the five areas of competency were addressed by writing out Specified Learning Objectives (SLOs), and the General Instructional Outcomes (GIOs) associated with each (Gronlund & Brookhart, 2009). In Table X the areas are shown with their GIO, and SLOs within each area of competency are provided. The SLOs provided the researchers with a guide map for developing assessment items that correlate to just one SLO and are not measuring more than one thing.

Table 5

General Instructional Outcomes and Specified Learning Objectives for the pilot test

Competency Area and General Instructional Outcome	Specified Learning Objectives
Personalization: Understands how to allow for student flexibility in pace and learning activities in accordance with student preference and ability.	<ul style="list-style-type: none"> • Understands how to help students set reasonable goals (1 item) • Understands how to effectively group students homogeneously (1 item) • Understands how to effectively group students heterogeneously (1 item) • Understands how to personalize instruction based on student interests (1 item) • Knows how to increase student ownership by letting students select a way to demonstrate mastery (1 item) • Understands how to manage a class where students are working at varied paces (1 item) • Understands importance of mastery-based grading in aiding personalization (1 item)
Real-time Data Practices: Understands how to interpret data from multiple sources (software, face-to-face interaction, discussions, etc.) to modify instruction and assess students	<ul style="list-style-type: none"> • Understands how to select assessment items that produce valid, objective-referenced, real-time data (1 item) • Interprets dashboards for the purposes of changing instruction for students (2 items) • Interprets dashboards for purposes of modifying future courses / curriculum (1 item) • Recognizes student achievement trends in data (2 items) • Recognizes student activity trends in data (1 item) • Understands the need to check data consistently, frequently (1 item)

Integration of in-person and online learning:	<ul style="list-style-type: none"> • Understands when to use technology for learning activities (1 item) • Understands how to effectively transform in-person activities into blended ones (1 item)
Understands how to effectively combine in-person and online learning activities	<ul style="list-style-type: none"> • Evaluates the effective use of technology activities (1 item) • Knows how to build on online experiences in class, vice versa (1 item) • Understands models of blending in the school space (4 items) • Knows techniques for transitioning students in class from technology to f2f activities, and vice versa (1 item)
Technology-Mediated Interactions:	<ul style="list-style-type: none"> • Identifies effective facilitation of an online asynchronous discussion (1 item) • Identifies basic benefits of synchronous / asynchronous / in-person communication (1 item) • Creates an asynchronous discussion prompt for deeper level thinking (1 item)
Understands how to effectively communicate and facilitate interactions using technology	

Test Items

Test items were written in draft form and edited by the researchers. The test itself was administered in Qualtrics. Rather than create new items for basic technology and dispositions, we determined to use 15 self-evaluation items from the blended teaching readiness survey developed previously by two of the authors (Graham, Borup, Pulham & Larson, 2017). This is because dispositions are harder to measure in an objective way, so we decided to include these 15 items at the beginning of the test to evaluate basic technology skills, dispositions and digital citizenship. The rest of the test items were written by the researchers, and went through a talk-through process with former and preservice teachers (two elementary education, one secondary education) to help refine test items and the language used.

Two items in the test were written to be specific to a teachers' subject area (Qualtrics logic allowed us to display only the question that is pertinent to the subject area). The SLOs that were specific to subject area included: (1) Understands how to effectively transform in-person activities into blended ones, and (2) Creates an asynchronous discussion prompt for deeper level thinking. Using standards from Utah Educators' Network (UEN) we provided prompts that would guide the open-ended questions and narrow the focus for the teacher trying to write a

prompt for an asynchronous discussion and transform a typical lesson activity to a blended activity.

Table 6

Table of Specifications for Pilot Blended Teaching Assessment

Content	Question Type					Total
	Self Eval	Knowledge	Understanding	Interpretation	Application & Evaluation	
Personalization	0	1	6	0	0	7
Real-Time Data Skills	0	0	2	6	0	8
Tech-Mediated Interactions	0	0	2	0	1	3
Integration	0	2	6	0	1	8
Basic Technology	15	0	0	0	0	15
Total	15	3	16	6	2	42

Pilot Testing

Pilot testing took place during the finals period for students in Dr. Graham's 373 class (Teaching K-12 Online/Blended Learning). This was a different group of individuals than we thought would take the test as a pilot, but we were under time constraints and they were a convenient pilot testing group. Beneath each question or question page was an open-ended question box, which we required them to write in, asking for suggestions, feedback, or what was difficult about the question item. We found that it took an average of 40 minutes for the pilot

group to take the assessment, and this included providing required feedback for all questions. The students took the test as their final for the class, and received full credit for doing it, which was the incentive for participating in the pilot exam.

We learned that some students felt a few test items were subjective in nature, which helped us hone in on which items needed most editing and revising. Students on the pilot indicated the least amount of comfort in the “digital citizenship” self-evaluation portion of the test (when compared with the other two self-evaluation domains of basic technology skill and dispositions). Students enjoyed the items that were open-ended and allowed their creativity.

The pilot test can be accessed at this link:

https://byu.az1.qualtrics.com/jfe/form/SV_6u1TQTOgwHDPpw9

From pilot testing we made changes to test items (editorial changes to the wording of questions, or editing item options). We heavily edited one item in Personalization, the item related to the SLO, “Understands how to help students set reasonable goals,” which was changed to, “Understands how to help students set mastery goals.” The other item we edited was from Technology-Mediated Interactions, “Identifies effective facilitation of an online asynchronous discussion,” which was changed to, “Understands effective facilitation strategies of an online asynchronous discussion.” The single item addressing this SLO became three items. The final test became 44 questions long rather than 42 questions in the pilot test. Two of our talk-through teachers were shown the rewritten test questions to determine the clarity of the question and improve them for the final test. The test’s final form is detailed in this table of specifications (see Appendix A for questions, Appendix B for answer key).

Table 7

Table of Specifications for Final Blended Teaching Assessment

Content	Question Type					Total
	Self Eval	Knowledge	Understanding	Interpretation	Application & Evaluation	
Personalization	0	1	6	0	0	7
Real-Time Data Skills	0	0	2	6	0	8
Tech-Mediated Interactions	0	1	4	0	1	6
Integration	0	2	6	0	1	8
Basic Technology	15	0	0	0	0	15
Total	15	4	18	6	2	44

Reflection and Critique

In this test we had several challenges to combat. The field of blended learning and teaching are emerging, and therefore, some areas that we have tested do not have robust literature to verify the competency or guiding principles. For example, testing the concept of a teacher's ability to transition students between online and in-person activities was difficult to determine due to the lack of literature on that specific subject. Another challenge for an emerging field is the lack of consensus on the most important skills and competencies. While our test targets competencies that overlap mostly with The Learning Accelerator, they are drawn from literature that is still evolving.

In writing the test items, we realized that some competencies, though desirable skills, were ill-suited for the test, and in interest of keeping the test in a good time frame, we concluded

that we should pare down the number of SLOs addressed in the assessment to those we could clearly capture well here. Further work that could more fully capture blended teaching competence is another potential area of research. Evaluating the competencies in a real-school environment would likely require building a separate detailed rubric for evaluators, and include different skills or objectives than are outlined here, though some may overlap.

We acknowledge that a high score on this test does not indicate a teacher's likelihood at implementing blended teaching practices in their own classroom in the future, though a good score on this test may indicate their readiness to do so, if they choose.

This test is still in its infancy and will be refined in the future. In addition to this test's future use as an exam for the class IPT 373, taught by Charles Graham, there is a possibility that this test will be hosted on The Learning Accelerator's website as a resource for any blended teachers. In the future, this test will give test takers who score below a certain threshold on certain domains further resources that will help them understand the concepts being discussed, but at this point, the remedial resources have not yet been chosen. This will take writing logic in Qualtrics and carefully selecting solid resources that will maintain their use and credibility over the next year or so.

One of the concerns moving forward will be the back end scoring of the test and making sure that an individual's score on the different sections accurately reflects their knowledge, understanding and skills in a variety of SLOs assessed in the section. As some questions have scoring systems that d

Schedule

As is often the case, the project took more time than was originally planned, and writing test items took the bulk of the time. Rather than moving in a completely linear fashion, we

actually overlapped the writing of test items with think-aloud sessions and other editing measures were taken as well. SLOs were often re-evaluated for their purpose and use on the test once multiple attempts at writing test items had been taken, and sometimes SLOs were excluded from the test.

Table 6

Schedule for Measurement Project

Task	Projected Date	Actual Dates
Competency Identification	Jan - Aug 2017	Jan-Aug 2017
Informal Competency Discussions /Writing Instructional Objectives	Sept 25 - Oct 20	Sept 25-Oct 26
Writing Items	Oct 20 - Nov 14	Oct 26- Dec 11
Think-aloud sessions	Nov 27 - Dec 1	Dec 4 - 7
Pilot Testing	December 4 - 15	Dec 15 - 20
Item Revision	December 15 - 30	Dec 20 - Feb 5, 2018

Budget

While this project is being completed for academic credit and not as part of a contracted assessment writing job, I will detail the following budgeting considerations here. The Qualtrics licenses were free to BYU, therefore this cost was not incurred. The only projected possible cost was the cost of a \$50 gift card that participants in the pilot study may be entered to win, but Dr. Graham decided to use his class of eight students as the pilot testers for the study, and they took the assessment instead of their final, so that cost was not incurred. Total time spent on the project over the course of the semester was 100+ hours, billed at \$18/hr.

Table 7

Budget for Measurement Project

Expense	Projected Cost	Actual
Qualtrics license	\$5,000	\$0
Computer use	\$1,000	\$0
Travel for researcher	\$200	\$50
Writing hours (at \$18/hr)	\$900 (~50 hrs)	\$1,800 (~100 hrs)
Incentives for participants	\$50	\$0
Total	\$7,250	\$1,850

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Appendix A: Test Items

Start of Block: Demographics

Thank you for taking this test. The estimated time for completion is 35-45 minutes.

Please note that there is no "back" button, and you will not be able to revisit questions once you have moved on. However, you may leave this test and come back to complete it if you do not have a 45-minute block of time at your disposal; your browser will save your progress.

First Name (1) _____

Last Name (2) _____

E-mail address (3) _____

Q3 Subject Area

▼ Elementary Education (1) ... Secondary Education: World Language (9)

End of Block: Demographics

Start of Block: 1. Self-Evaluation - 15 items

Q21 FOUNDATIONAL KNOWLEDGE, SKILLS, & DISPOSITIONS

In this section you will be rating your own ability to do certain tasks and rating your agreement with certain statements.

Page Break

Q23 SE.1 TECHNICAL LITERACY

Rate your ability to do the following:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)
1. Master new online technologies on your own. (1)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Successfully troubleshoot unfamiliar technological issues that you and students encounter. (2)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use the tools commonly found in a learning management system (e.g., grade book, announcements, content pages, quizzes, discussion boards). (3)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use content-specific educational software outside of the learning management system (e.g., math/literacy/science educational software, educational games). (4)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Find quality online content resources relevant to student learning needs (e.g., media resources, lesson plans, etc.). (5)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 SE.2 DIGITAL CITIZENSHIP

Rate your ability to do the following:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)
1. Model the legal use of instructional materials (e.g. copyright, fair use, creative commons). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ensure student online privacy (e.g., technology use agreements for sharing student data, protection of online data and identities). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Model online safety for students (e.g., ensure password protection, protect against cyberbullying, detect scams, use content filters and virus software, etc.). (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ensure academic honesty in an online learning environment (e.g., prevent cheating, check for plagiarism, etc.). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ensure access to online learning activities for all students (e.g., low socioeconomic status, English language learners, special education, gifted, etc.). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 SE.3 DISPOSITIONS

Rate your agreement with the following:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)
1. I believe students perform better when they have some control over the pace of their learning. (1)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I believe individual student access to devices in the classroom should enable students to take greater ownership of their learning. (2)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I believe online technologies allow students and teachers to do things that would be difficult or impossible in the traditional classroom. (3)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe it is important for teachers to explore new teaching strategies that blend face-to-face and online learning. (4)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I believe individual student access to devices in classrooms enables development of important skills (e.g., creativity, collaboration, critical thinking, communication). (5)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: 1. Self-Evaluation - 15 items

Start of Block: 2. Blending Online and In-Person Learning - 7 Questions

Q62 BLENDING ONLINE AND IN-PERSON TEACHING

The next section has 7 questions about integrating technology and online learning into the in-person environment and how it is done.



Q78

B.1 BLENDED LEARNING MODELS

B.1.1 Allows students to move on fluid schedules among learning activities according to their needs. Teachers provide support and instruction on an as-needed basis while students work through course curriculum and content

- Individual Rotation (1)
 - Station Rotation (2)
 - Flex (3)
 - Hybrid Classroom (4)
 - Enriched Virtual (5)
 - A la Carte (6)
 - Flipped Classroom (7)
-



Q81 B.1.2 Students complete the majority of coursework online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher

- Individual Rotation (1)
- Station Rotation (2)
- Flex (3)
- Hybrid Classroom (4)
- Enriched Virtual (5)
- A la Carte (6)
- Flipped Classroom (7)



Q79 B.1.3 Students move through spots in a classroom on a fixed schedule, where at least one of the spots is an online learning location.

- Individual Rotation (1)
- Lab Rotation (2)
- Flex (3)
- Station Rotation (4)
- Enriched Virtual (5)
- A la Carte (6)
- Flipped Classroom (7)



Q80 B.1.4 Students learn at home via online coursework and lectures, and teachers use class time for teacher-guided practice or projects

- Individual Rotation (1)
 - Lab Rotation (2)
 - Flex (3)
 - Station Rotation (4)
 - Enriched Virtual (5)
 - A la Carte (6)
 - Flipped Classroom (7)
-



Q35 B.2 EFFECTIVE BLENDING

You want students to watch a video of an educational, but highly debated topic and write a short response. Which is the most effective example of blended teaching?

- Have students submit responses online, and pair up students with opposing viewpoints in a face-to-face discussion in class (1)
- Show the video in class and discuss it as a class (4)
- Give students time in class to respond to a peer's response via a discussion board (6)
- Assign the video as homework and have students post their responses online (7)

Q33 B.3 EFFECTIVE TRANSITIONS

B.3.1 Write three to five guidelines you might use in your future classroom for transitioning students from in-person activities to activities on the devices in the classroom.

As you write your guidelines, consider whether there are 1:1 devices per student, or a limited number of computer stations in the classroom (since this is hypothetical, you can decide which situation it is).

- Guideline 1 (1) _____
- Guideline 2 (2) _____
- Guideline 3 (3) _____
- Guideline 4 (4) _____
- Guideline 5 (5) _____

Q34 "\${Q33/ChoiceTextEntryValue/1}"

"\${Q33/ChoiceTextEntryValue/2}"

"\${Q33/ChoiceTextEntryValue/3}"

\${Q33/ChoiceTextEntryValue/4}

\${Q33/ChoiceTextEntryValue/5}

B.3.2 Which of the following categories do your guidelines fit into? Check any that apply.

- Student movement (how students physically move from one activity to another) (1)
 - Systems and setups (logins, passwords, updated software) (2)
 - Hardware management (checking out devices, headsets) (3)
 - Students helping other students (peers helping each other than always asking the teacher) (4)
-

Display This Question:

If Subject Area = Secondary Education: English Language Arts

Q28 ELA

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.ELA

You have a lesson plan to teach students how to "analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them" (Reading: Information Text Standard 3).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: World Language

Q28 World

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.World

You have a lesson plan to teach students how to "write about people, activities, events, and experiences" (Learning Indicator IL.PW.1).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Be creative and consider the diversity of your students! Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Physical Education

Q28 Phys Ed

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.PE

You have a lesson plan to teach students how to "analyze how physical activity benefits overall health" (Standard 2, Objective 2).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Math

Q28 Math

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.Math

You have a lesson plan to teach students how to "construct viable arguments and critique the reasoning of others" (Standard SI.MP.3).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Science

Q28 Science

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.Science

You have a lesson plan to teach students how to "use Newton's first law to explain the motion of an object" (Physics Standard 1.4).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Performing Arts

Q28 Perf Arts

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.PerfArts

You have a lesson plan to teach students how to "respond to a musical/dance/theatrical performance by identifying the musical/physical/theatrical elements within a piece and in a given context, and discuss their effect on both audience and performer" (adapted from Standard 7–8.M.R.1).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Visual Arts

Q28 Vis Arts

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.VisArt

You have a lesson plan to teach students how to "visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change" (Standard L3.V.CR.1).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Secondary Education: Social Science

Q28 SS

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.SS

You have a lesson plan to teach students how to "explain the purpose and importance of fulfilling civic responsibilities, [such as] serving on juries; voting; serving on boards, councils, and commissions... and other duties associated with active citizenship" (Standard US Gov 2.3).

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Display This Question:

If Subject Area = Elementary Education

Q28 EIEd

B.4 TRANSFORMING LEARNING ACTIVITIES

B.4.1.EIEd

You have a lesson plan to teach children to "Examine and identify cultural differences within the community" (Standard 2.1.1.)

You would like to turn the lesson into a blended one, because you were just given laptops for each student in your class (which they can take home with them and use for school work). Be creative and consider the diversity of your students! Without technology, you've usually done this lesson with classroom presentation/ demonstration followed by a small-group discussion. Describe how you would use technology for teaching this standard in one paragraph. Describe what students would be doing in-person (with you, the teacher, present), and what students would be doing online.

Q29 B.4.2 Why did you choose to update your lesson this way? Identify three benefits that this updated lesson has for you or the students.

1 (1) _____

2 (2) _____

3 (3) _____

Q30

"\${Q29/ChoiceTextEntryValue/1}"

"\${Q29/ChoiceTextEntryValue/2}"

"\${Q29/ChoiceTextEntryValue/3}"

B.4.3 Evaluate your rationale. Select any of the following benefits that you included in your rationale (maximum of 3).

- Increases student participation (1)
- Allows a more interactive experience using technology (2)
- Students are creating something new using technology in this activity (3)
- Allows for individual pacing (4)
- Allows us to personalize learning for individual students (5)
- Increases personal interaction with or between students (15)
- Helps ensure student preparation for in-person activities (16)
- Enables learning to take place in authentic places outside the classroom (17)
- Gives increased access to entire class (6)
- Gives increased access to ELL or struggling learners (7)
- Allows those who miss class to have access to materials (8)
- Reduces supplies required for the activity (12)
- Reduces time required by students (11)
- Reduces time required by teacher (10)

Other: (26) _____

End of Block: 2. Blending Online and In-Person Learning - 7 Questions

Start of Block: 3. Technology-Mediated Interactions - 6 Questions

Q64 TECHNOLOGY-MEDIATED INTERACTIONS

These 6 questions are about technology-mediated interactions encountered in some blended and online environments.

Q25 T.1 BASIC SYNCHRONOUS AND ASYNCHRONOUS COMMUNICATION

Identify the characteristics/benefits listed below as belonging to:

- A) asynchronous text-based discussion (an online discussion board),
- B) synchronous video conferencing (an online video chat), or
- C) in-person conversation.

You may need to select one, more than one, or all for each benefit.

	Asynchronous (1)	Synchronous (2)	In-Person (3)
1. Provides flexibility in regards to time (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides flexibility in regards to place (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Allows interpretation of body language, such as facial expressions (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides opportunities for immediate response (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides time to craft a response (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Allows group collaboration (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Allows many people to share ideas at once (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Allows focus on one person's idea at a time (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Allows for spontaneity in discussion structure (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Conveys tone of voice quite easily (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Allows easy, low-cost revisiting of the conversation (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Allows for editing and/or revising of thoughts (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Individuals can contribute ideas to the group before being influenced by others' ideas (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provides an avenue of conversation for less outgoing students (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Prevents the feeling of
isolation (16)

Page Break

Display This Question:

If Subject Area = Elementary Education

Q26 EIEd

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.EIEd Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations." (5th grade, Writing Standard 3b) Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: English Language Arts

Q26 ELA

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.ELA Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style." Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: Social Science

Q26 SS

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.SS Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Students will...analyze and compare demographic characteristics such as gender, age, ethnicity, and population density using maps and other visual aids" (WG Standard 2.1). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: Math

Q26 Math

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.Math Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Understand that statistics allows inferences to be made about population parameters based on a random sample from that population" (Standard S.IC.1). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: Visual Arts

Q26 Vis Art

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.VisArt Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society." (Standard L3.V.CO.2). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: Physical Education

Q26 Phys Ed

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.PE Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Identify strategies that enhance mental and emotional health." (Health Education Standard 1, Objective 2). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: Science

Q26 Science

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.Science Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "Research, report, and debate genetic technologies that may improve the quality of life (e.g., genetic engineering, cloning)" (Standard 4.3f). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Display This Question:

If Subject Area = Secondary Education: World Language

Q26 Perf Art

T.2 ASYNCHRONOUS DISCUSSION CREATION AND FACILITATION

T.2.1.PerfArt Write a discussion prompt for a graded asynchronous discussion as it would appear in your Learning Management System. This discussion is related to the standard, "I can understand basic information in ads, announcements and other simple recordings." (Learning Indicator IM.IL.1). Be sure to include all instructions for the discussion including who is involved, when it takes place, and expectations.

Q52

#{Q26 EEd/ChoiceTextEntryValue}

#{Q26 ELA/ChoiceTextEntryValue}

#{Q26 SS/ChoiceTextEntryValue}

#{Q26 Math/ChoiceTextEntryValue}

#{Q26 Vis Art/ChoiceTextEntryValue}

#{Q26 Phys Ed/ChoiceTextEntryValue}

#{Q26 Science/ChoiceTextEntryValue}

#{Q26 Perf Art/ChoiceTextEntryValue}

Q27

T.2.2 Evaluate your discussion prompt. Select any of the following that you included in your discussion prompt.

- how students will respond to other students in the discussion board? (Round-Robin, partners, etc.) (1)
- content guidelines for each post? (initial, response, continuing/closing discussion) (2)
- length guidelines for each post? (3)
- a timeline for each post? (when to post the initial post, a response, or final response) (4)
- a question that gets at deeper level thinking? (e.g., analyze, evaluate questions) (5)
- group students into small enough groups? (6)
- outline how you will assess the discussion? (a rubric or expectation guidelines) (7)


Q57 T.2.3 You began the semester with an icebreaker discussion on the Learning Management System's discussion board (students are in groups of 4). This is a discussion just to help students get familiar with the process of online discussion and to get to know each other better. This is the prompt you gave the students:

"By Tuesday night at 8 pm, introduce yourself to the class by responding to these two ideas (initial post worth 4 points):


1. In one short paragraph, introduce yourself and share one thing about yourself or your background that you don't think others in your discussion group (or your teacher) know about you.
2. In another short paragraph, write about some positive and negative experiences you have had with homework assignments in the past.

Respond to the person who posted before you by Thursday at 8 pm (response worth 4 points). If you are the first to post, you may choose who to respond to. Be thoughtful and ask them questions. If someone asks you a question, reply to them by Friday at 8 pm (additional response worth 2 points)."

You check the discussion board Monday evening, and this is what you see:




Brock Pewter
Saturday




My name is Brock. I like raising animals (I had a pet fox once, but he died last year). Someday I want to be a vet, so I can save other people's pets. I also have a rock collection with over 50 rocks in it. Most of them are rocks that I found or bought on vacation. I like looking for rocks up in the mountains.

I like homework that I can get done quickly so I like math. There is only one right or wrong answer for math questions. Reading chapters in books takes a long time, so I don't like that very much. Last year my teacher made me read *Pride and Prejudice*, which was long and boring. I don't like to do homework that doesn't really have a point and there's no point in reading long boring books.

↩ Reply



Misty Cerulo
Monday 7:15am



I swim on the swim team at school and I'm the team captain (they just voted for me to be captain yesterday, so nobody knows this yet). I am very close to getting an all-American time for my 50 freestyle. I also like water polo. Michael Phelps is so hot! I guess that's really all there is to know about me, with swim practice everyday, I don't have time for much else.

One time I left my wet swimsuit in my swim bag and forgot that I also put all of my homework in the bag too. It got all wet. That was annoying. But I turned it in anyway. So, I guess that was a positive experience that I had with homework.


↩ Reply

What do you do first? You are trying to train them to use discussion boards and interact online.


- Post to the discussion board complimenting the two students who have participated (1)
 - Post to the discussion board asking the two students who haven't participated to add their comments (2)
 - Email students who haven't participated individually to remind them to participate in the discussion board (3)
 - Remind students in class about the assignment (4)
-

Q58 T.2.4

You check the discussion board right after the Thursday night deadline. This is what you see:




Brock Pewter
Saturday




My name is Brock. I like raising animals (I had a pet fox once, but he died last year). Someday I want to be a vet, so I can save other people's pets. I also have a rock collection with over 50 rocks in it. Most of them are rocks that I found or bought on vacation. I like looking for rocks up in the mountains.


I like homework that I can get done quickly so I like math. There is only one right or wrong answer for math questions. Reading chapters in books takes a long time, so I don't like that very much. Last year my teacher made me read *Pride and Prejudice*, which was long and boring. I don't like to do homework that doesn't really have a point and there's no point in reading long boring books.




Misty Cerulo
Tuesday




Wow! That's cool!




Jessie Lillis
Tuesday



Whatever, Brock! P&P is totally the best! I just read it again over the summer!




Brock Pewter
Wednesday




Thanks for your posts! Jessie - I liked the movie, but the book was way too long.

← Reply




Misty Cerulo
Monday




I swim on the swim team at school and I'm the team captain (they just voted for me to be captain yesterday, so nobody knows this yet). I am very close to getting an all-American time for my 50 freestyle. I also like water polo. Michael Phelps is so hot! I guess that's really all there is to know about me, with swim practice everyday, I don't have time for much else.


One time I left my wet swimsuit in my swim bag and forgot that I also put all of my homework in the bag too. It got all wet. That was annoying. But I turned it in anyway. So, I guess that was a positive experience that I had with homework.




Brock Pewter
Monday




Michael Phelps is dope. I saw him in the Olympics. It's too bad your homework got wet, but cool your teacher let you turn it in. How long have you been swimming? Do you go to competitions?




Jessie Lillis
Tuesday



Wow, that's awesome your team captain. Good luck on getting a better time. I used to swimming in the summers, but I quit because it made my hair really ugly.




Misty Cerulo
Thursday




Of course I compete! Who do you think is the one that goes to state to represent our school almost every year?

Jess you should totally swim again! We are always looking for new girls! And it's the best way to stay in shape!

← Reply




Jessie Lillis
Tuesday




Here are things you might not know about me, but might. One time I dyed my hair purple. My mom bought me a pet snake when I was 10. I still have him, his name is Draco. I want to be a nurse when I grow up, but if that doesn't work out I want to be a model. People tell me all the time that I'm pretty enough to be a model, but I also want to help people. Oh, I also ride my bike to school because I want to save the planet from carbon emissions.

My parents don't believe in homework, so I only do assignments while I'm at school. That way my mind can be free when I go home. But that means that I sometimes have to stay after school and do my homework here. I really try to do it really really fast so I when I can get home, I can hang out with James. (Hi, James!)



Brock Pewter
Wednesday



Snakes are cool. I wish my parents didn't believe in homework.


← Reply

How will you categorize/grade the responses?


	Non- participating (2)	Fly-by posting (1)	Participating/Reflecting but not Inquiring (5)	Thorough Participation (3)
Brock's responses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Misty's responses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jessie's responses (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
James's responses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67 T.2.5

It is now Saturday and you have decided to give each student feedback in the grade book for their discussion board posts.




Brock Pewter
Saturday




My name is Brock. I like raising animals (I had a pet fox once, but he died last year). Someday I want to be a vet, so I can save other people's pets. I also have a rock collection with over 50 rocks in it. Most of them are rocks that I found or bought on vacation. I like looking for rocks up in the mountains.


I like homework that I can get done quickly so I like math. There is only one right or wrong answer for math questions. Reading chapters in books takes a long time, so I don't like that very much. Last year my teacher made me read *Pride and Prejudice*, which was long and boring. I don't like to do homework that doesn't really have a point and there's no point in reading long boring books.




Misty Cerulo
Tuesday




Wow! That's cool!




Jessie Lillis
Tuesday



Whatever, Brock! P&P is totally the best! I just read it again over the summer!




Brock Pewter
Wednesday




Thanks for your posts! Jessie - I liked the movie, but the book was way too long.

← Reply




Misty Cerulo
Monday




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One time I left my wet swimsuit in my swim bag and forgot that I also put all of my homework in the bag too. It got all wet. That was annoying. But I turned it in anyway. So, I guess that was a positive experience that I had with homework.




Brock Pewter
Monday




Michael Phelps is dope. I saw him in the Olympics. It's too bad your homework got wet, but cool your teacher let you turn it in. How long have you been swimming? Do you go to competitions?




Jessie Lillis
Tuesday



Wow, that's awesome your team captain. Good luck on getting a better time. I used to swimming in the summers, but I quit because it made my hair really ugly.




Misty Cerulo
Thursday




Of course I compete! Who do you think is the one that goes to state to represent our school almost every year?

Jess you should totally swim again! We are always looking for new girls! And it's the best way to stay in shape!

← Reply




Jessie Lillis
Tuesday




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My parents don't believe in homework, so I only do assignments while I'm at school. That way my mind can be free when I go home. But that means that I sometimes have to stay after school and do my homework here. I really try to do it really really fast so I when can get home, I can hang out with James. (Hi, James!)




Brock Pewter
Wednesday



Snakes are cool. I wish my parents didn't believe in homework.



James Rocket
Friday



Hi Jessie. I don't like homework.

← Reply

Choose the best feedback for each student. The feedback should encourage good discussion board participation in the future.

	Brock (1)	Misty (2)	Jessie (3)	James (4)
"Please refrain from fly-by posting when you aren't adding to the discussion." (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Remember to ask others questions about themselves and their ideas in the discussion." (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Missed you in the discussion this week. Is everything ok? Did you have access?" (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Thank you for your thoughtful initial post." (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: 3. Technology-Mediated Interactions - 6 Questions

Start of Block: 4. Personalization- 7 Questions

Q69 PERSONALIZATION

The next 7 questions are about personalizing instruction for students.

Some questions will provide data trackers from various programs to help you make informed decisions. Teachers often have many types of data from different sources that track student mastery, attendance, grades, LMS activity, and demographic data. You may be presented with different trackers for each question but the same data set will be used for all the questions.

Page Break

Q8

P.1 STUDENT GROUPING Use the trackers to answer the following questions.

ATTENDANCE TRACKER																												
SIS ID	Student Name	Days >																										
		NOTES	1.1.a	4.1.a	2.1.b	4.1.a	5.2.e	3.1.b	5.2.e	5.3.a	5.3.a	6.1	2.1.b															
30662667	Celadon, Erika																											
30662654	Centro, Jenny				T																							
30662636	Cerulo, Misty																											
30662666	Lillis, Jessie																											
30662655	Pallet, Ash																											
30662645	Pewter, Brock																											
30662656	Rocket, James																											

Key
T = Tardy
A = Absent/Unexcused
X = Excused/Field Trip
I = In School Suspension
O = Out of School Suspension

GRADE BOOK																	
SIS ID	Student Name	Letter Grade	Total Points	Grade Percent	Standards & Assignments	Each Points >											50
						1.1.a Post #1	2.1.b WS #1	WS #2	3.1.b WS #1	4.1.a WS #1	Quiz #1	5.2.e WS #1	Quiz #1	5.3.a WS #1	Quiz #1	6.1 Essay #1	
30662667	Celadon, Erika	A	180	95%		3	10	10	3	24	14	15	15	24	14	48	
30662654	Centro, Jenny	B	159	84%		5	9	10	3	23	11	15	11	25	8	39	
30662636	Cerulo, Misty	B	119	85%		5	9	10	5	21	11	14	11	22	11	-	
30662666	Lillis, Jessie	A-	140	90%		3	10	10	3	23	10	-	-	24	11	50	
30662655	Pallet, Ash	B	119	85%		5	9	8	4	21	14	13	14	20	11	-	
30662645	Pewter, Brock	C	105	75%		4	8	9	5	20	8	12	10	19	10	-	
30662656	Rocket, James	C-	133	70%		2	9	9	3	19	11	11	10	20	9	30	

MASTERY TRACKER									
SORT: Last, First A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1	
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY	
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION	
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	

P.1.1 Misty, Ash, and Brock would best be homogeneously grouped to work on _____

- 1.1.a (1)
- 3.1.b (2)
- 5.2.e (3)
- 6.1 (4)





Q7 P.1.2 Misty, Ash, and Brock would best be heterogeneously grouped to work on _____

- 3.1.b (1)
- 4.1.a (2)
- 5.2.e (3)
- 5.3.a (4)

Page Break

Q15 P.2 PERSONALIZATION IN MASTERY-BASED SYSTEMS

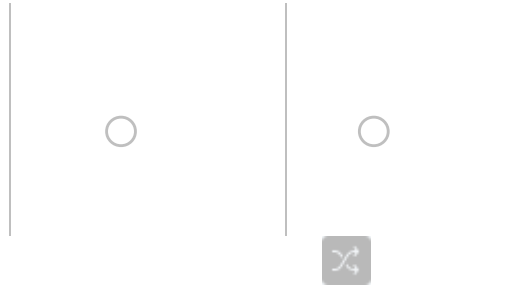
P.2.1 List three ways students could demonstrate mastery of the following standard: “students are able to evaluate the contributions of key people and groups to the Revolutionary War.”

- 1 (1) _____
- 2 (2) _____
- 3 (3) _____

Page Break

	Choose		Re-write or Justify
	Effective (1)	Ineffective (2)	If ineffective, write your revised guideline here. If effective, write what makes it effective. (1)
Provide whole class instruction for course content. (1)	<input type="radio"/>	<input type="radio"/>	
Prioritize answering questions for students who are furthest behind. (2)	<input type="radio"/>	<input type="radio"/>	
Provide students with additional resources to use if they get stuck. (3)	<input type="radio"/>	<input type="radio"/>	
Group students together who are working on similar activities. (4)	<input type="radio"/>	<input type="radio"/>	
Have students seek help from peers before consulting the teacher. (5)	<input type="radio"/>	<input type="radio"/>	
Let students attempt to discover solutions on their own. (6)	<input type="radio"/>	<input type="radio"/>	

Give prizes to students who finish ahead of or on your own specified deadline. (7)



Q17 P.2.2 Label the following guidelines as Effective or Ineffective for managing a class in which students are working at various paces. If the guideline is ineffective, re-write it to be effective. If the guideline is effective, write what makes it effective.

Page Break



Q13 Use any of the trackers to answer the following question.

LMS ACTIVITY TRACKER					
Student Name	Login ID	SIS ID	Section	Last Activity	Total Activity
Celadon, Erika	ec2667	30662667	3rd	Yesterday, 1:28pm	23:13:26
Centro, Jenny	jc2654	30662654	3rd	Yesterday, 1:32pm	25:11:45
Cerulo, Misty	mc2636	30662636	3rd	2 Days Ago, 1:31pm	22:08:53
Lillis, Jessie	jl2666	30662666	3rd	2 Days Ago, 12:12pm	12:47:32
Pallet, Ash	ap2655	30662655	3rd	Today, 7:15am	46:39:51
Pewter, Brock	bp2645	30662645	3rd	Today, 7:22am	40:27:12
Rocket, James	jr2656	30662656	3rd	2 Days Ago, 12:53pm	10:26:44

Student	Top Interest	Second Interest	Third Interest
Erika	Sports	Music	Movies
Jenny	Movies	Reading	Video Games
Misty	Reading	Music	Art
Jessie	Movies	Sports	Music
Ash	Sports	Video Games	Movies
Brock	Music	Art	Sports
James	Art	Movies	Music

P.2.3 Which students are most likely to be excited about creating a video for a project?

- Erika, Ash, and James (1)
- Jenny, Jessie, and Ash (2)
- Jenny, Ash, and James (3)
- Jenny, Jessie, and James (4)



Q14

Use the trackers to answer the following questions.

ATTENDANCE TRACKER																														
SIS ID	Student Name	NOTES	Days >																											
			M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F			
30662667	Celadon, Erika																													
30662654	Centro, Jenny				T																									
30662636	Cerulo, Misty																													
30662666	Lillis, Jessie								A																					
30662655	Pallet, Ash																													
30662645	Pewter, Brock																													
30662656	Rocket, James		T																											

Key
 T = Tardy
 A = Absent/Unexcused
 X = Excused/Field Trip
 I = In School Suspension
 O = Out of School Suspension

GRADE BOOK																		
SIS ID	Student Name	Letter Grade	Total Points	Grade Percent	Standards & Assignments	Each Points >												50
						5	10	10	5	25	15	15	15	15	25	15	50	
30662667	Celadon, Erika	A	180	95%		3	10	10	3	24	14	15	15	24	14	48		
30662654	Centro, Jenny	B	159	84%		5	9	10	3	23	11	15	11	25	8	39		
30662636	Cerulo, Misty	B	119	85%		5	9	10	5	21	11	14	11	22	11	-		
30662666	Lillis, Jessie	A-	140	90%		3	10	10	3	23	10	-	-	24	11	50		
30662655	Pallet, Ash	B	119	85%		5	9	8	4	21	14	13	14	20	11	-		
30662645	Pewter, Brock	C	105	75%		4	8	9	5	20	8	12	10	19	10	-		
30662656	Rocket, James	C-	133	70%		2	9	9	3	19	11	11	10	20	9	30		

MASTERY TRACKER									
SORT: Last, First A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1	
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY	
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION	
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	

P.2.4 You have decided to focus more class time on 6.1 before progressing. The best plan for re-teaching 6.1 is to _____

- partner Brock and James together, and Misty and Ash together to work as partners in redoing the assignment (1)
- ask Jenny, Jessie, and Erika to work together, while you work with Misty, Ash, Brock, and James (2)
- ask Erika to help James understand how he can improve, as you provide guidance and instruction to Misty, Ash, and Brock (3)
- group Misty, Ash, and Brock together for instruction while the other students work on different standards (4)

Page Break

Q56

Use the trackers to answer the following question:

ATTENDANCE TRACKER																														
SIS ID	Student Name	NOTES	Days >																											
			M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F			
30662667	Celadon, Erika																													
30662654	Centro, Jenny				T																									
30662636	Cerulo, Misty																													
30662666	Lillis, Jessie																													
30662655	Pallet, Ash																													
30662645	Pewter, Brock																													
30662656	Rocket, James		T																											

Key
 T = Tardy
 A = Absent/Unexcused
 X = Excused/Field Trip
 I = In School Suspension
 O = Out of School Suspension

GRADE BOOK																		
SIS ID	Student Name	Letter Grade	Total Points	Grade Percent	Standards & Assignments	Each Points >												50
						1.1.a Post #1	2.1.b WS #1	WS #2	3.1.b WS #1	4.1.a WS #1	Quiz #1	5.2.e WS #1	Quiz #1	5.3.a WS #1	Quiz #1	6.1 Essay #1		
30662667	Celadon, Erika	A	180	95%		3	10	10	3	24	14	15	15	24	14	48		
30662654	Centro, Jenny	B	159	84%		5	9	10	3	23	11	15	11	25	8	39		
30662636	Cerulo, Misty	B	119	85%		5	9	10	5	21	11	14	11	22	11	-		
30662666	Lillis, Jessie	A-	140	90%		3	10	10	3	23	10	-	-	24	11	50		
30662655	Pallet, Ash	B	119	85%		5	9	8	4	21	14	13	14	20	11	-		
30662645	Pewter, Brock	C	105	75%		4	8	9	5	20	8	12	10	19	10	-		
30662656	Rocket, James	C-	133	70%		2	9	9	3	19	11	11	10	20	9	30		

MASTERY TRACKER									
SORT: Last, First A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1	
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY	
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION	
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	

P.2.5 You asked your students to re-evaluate their mastery goals for the end of the 3rd quarter, which is 3 weeks away. They have been taught about SMART goals, and they know that they are allowed to work at their own pace (within reason). What advice would you give these students about the new goals they have set for themselves, using the information you

have about them on the trackers? You may select one answer or more than one answer for each goal.

	Modify plan to be more SPECIFIC (1)	Make this goal more MEASURABLE (8)	Make this goal more AMBITIOUS (6)	Make the goal more REASONABLE (5)	Adjust TIMING (pacing) of goal (4)	This goal looks good (3)
Erika's Goal: "Go back and get a better score on the 6.1 assessment by next week" (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenny's Goal: "Play an educational game this week to learn more about standard 5.3.a" (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Misty's Goal: "Master 6.1 in the next two weeks" (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessie's Goal: "Write a 13-chapter textbook about 5.2.e by the end of the quarter to demonstrate mastery (instead of the other mastery options)" (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brock's Goal: "Review chapter 3 vocabulary and re-take assessments for 5.3.a within 5 weeks" (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
James's Goal: "Write a reflection about what I did poorly on my post and what I could have done better for 1.1.a by the end of the week to make up the points I missed and achieve mastery" (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: 4. Personalization- 7 Questions

Start of Block: 5. Real-time Data Practices - 7 Questions

Q58 REAL-TIME DATA PRACTICES

This is the final section. It has 7 questions related to utilizing real-time data. Some of these questions may require more time and thought than the previous ones.

Q18

RTD.1 COLLECTING & RECOGNIZING TRENDS IN DATA

RTD.1.1 Create an outline for a blended unit using the choices in the drop-down menus. This outline is meant to guide you as you teach the content. The content you are teaching in this blended unit is new to students. Include between 5-10 steps. There is not “one correct” answer. Each response may be used once, more than once, or not at all.

Check Assessment/Activity Data
 Content-based activity
 Discussion Board
 Formative Assessment
 In-class discussion
 Introduce Standard
 Lecture
 Pre-assessment
 Summative Assessment

Step options:

Step 1 (1)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 2 (2)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 3 (3)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 4 (4)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 5 (5)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 6 (6)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 7 (7)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 8 (8)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 9 (9)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)
Step 10 (10)	▼ Check Assessment/Activity Data (1) ... Summative Assessment (10)



Q16 RTD.1.2 A 5th grade teacher has asked you for help in gathering real-time data for this standard: "Students are able to evaluate the contributions of key people and groups to the Revolutionary War."

The most fitting assessment for gathering real-time mastery data on this standard is _____

- writing an essay discussing the importance of key people and groups in the Revolutionary War. (1)
- answering fill-in-the-blank type questions about contributions to the Revolution using names of key people and groups from the Revolutionary War. (2)
- ranking a list of key people and groups from the Revolutionary War in order of importance and briefly defending the list. (3)
- answering alternative response (True-False) questions about the Revolutionary War's key people and groups. (4)

Page Break

Q70 Use the trackers to answer the following question.

ATTENDANCE TRACKER																														
SIS ID	Student Name	Days >																												
		NOTES	1.1.a	4.1.a	2.1.b	4.1.a	5.2.e	3.1.b	5.2.e	5.3.a	5.3.a	6.1	2.1.b	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F		
30662667	Celadon, Erika																													Key T = Tardy A = Absent/Unexcused X = Excused/Field Trip I = In School Suspension O = Out of School Suspension
30662654	Centro, Jenny				T																									
30662636	Cerulo, Misty																													
30662666	Lillis, Jessie																													
30662655	Pallet, Ash																													
30662645	Pewter, Brock																													
30662656	Rocket, James		T																											

GRADE BOOK																		
SIS ID	Student Name	Letter Grade	Total Points	Grade Percent	Standards & Assignments	Each Points >												50
						1.1.a Post #1	2.1.b WS #1	WS #2	3.1.b WS #1	4.1.a WS #1	Quiz #1	5.2.e WS #1	Quiz #1	5.3.a WS #1	Quiz #1	6.1 Essay #1		
30662667	Celadon, Erika	A	180	95%		3	10	10	3	24	14	15	15	24	14	48		
30662654	Centro, Jenny	B	159	84%		5	9	10	3	23	11	15	11	25	8	39		
30662636	Cerulo, Misty	B	119	85%		5	9	10	5	21	11	14	11	22	11	-		
30662666	Lillis, Jessie	A-	140	90%		3	10	10	3	23	10	-	-	24	11	50		
30662655	Pallet, Ash	B	119	85%		5	9	8	4	21	14	13	14	20	11	-		
30662645	Pewter, Brock	C	105	75%		4	8	9	5	20	8	12	10	19	10	-		
30662656	Rocket, James	C-	133	70%		2	9	9	3	19	11	11	10	20	9	30		

MASTERY TRACKER									
SORT: Last, First A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1	
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY	
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION	
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	

RTD.1.3 Comparing students' grades to levels of mastery shows _____

- that a higher grade is indicative of higher levels of mastery. (1)
- very little correlation between grades and students' levels of mastery. (2)
- that lower grades correspond to number of standards needing remediation. (3)
- whether or not students need more instruction on specific standards. (4)

Q12 Use the trackers to answer the following question.

ATTENDANCE TRACKER																											
SIS ID	Student Name	Days >	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
		NOTES	1.1.a	4.1.a	2.1.b	4.1.a	5.2.e	3.1.b	5.2.e	5.3.a	5.3.a	6.1	2.1.b														
30662667	Celadon, Erika																										
30662654	Centro, Jenny				T																						
30662636	Cerulo, Misty																						X				
30662666	Lillis, Jessie						A		A																		
30662655	Pallet, Ash																						X				
30662645	Pewter, Brock																						X				
30662656	Rocket, James		T						T														T				

Key
 T = Tardy
 A = Absent/Unexcused
 X = Excused/Field Trip
 I = In School Suspension
 O = Out of School Suspension

LMS ACTIVITY TRACKER					
Student Name	Login ID	SIS ID	Section	Last Activity	Total Activity
Celadon, Erika	ec2667	30662667	3rd	Yesterday, 1:28pm	23:13:26
Centro, Jenny	jc2654	30662654	3rd	Yesterday, 1:32pm	25:11:45
Cerulo, Misty	mc2636	30662636	3rd	2 Days Ago, 1:31pm	22:08:53
Lillis, Jessie	jl2666	30662666	3rd	2 Days Ago, 12:12pm	12:47:32
Pallet, Ash	ap2655	30662655	3rd	Today, 7:15am	46:39:51
Pewter, Brock	bp2645	30662645	3rd	Today, 7:22am	40:27:12
Rocket, James	jr2656	30662656	3rd	2 Days Ago, 12:53pm	10:26:44

MASTERY TRACKER									
SORT:	Last, First	A - Z	1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1
Celadon, Erika	30662667		NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Centro, Jenny	30662654		MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY
Cerulo, Misty	30662636		MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Lillis, Jessie	30662666		NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY
Pallet, Ash	30662655		MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION
Pewter, Brock	30662645		MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Rocket, James	30662656		REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION

RTD.1.4 Overall, the mastery data suggests that _____

- students master more skills during the first week of instruction (1)
- students master fewer skills based on more time in the LMS (2)
- students show higher mastery on standards that have multiple days devoted to them (3)
- students who miss fewer days of school have more mastery over skills (4)

Page Break

Q11

Use the trackers to answer the following questions.

ATTENDANCE TRACKER																														
SIS ID	Student Name	NOTES	Days >																											
			M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F			
30662667	Celadon, Erika																												Key T = Tardy A = Absent/Unexcused X = Excused/Field Trip I = In School Suspension O = Out of School Suspension	
30662654	Centro, Jenny				T																									
30662636	Cerulo, Misty																						X							
30662666	Lillis, Jessie						A					A																		
30662655	Pallet, Ash																						X							
30662645	Pewter, Brock																						X							
30662656	Rocket, James		T									T											T							

LMS ACTIVITY TRACKER					
Student Name	Login ID	SIS ID	Section	Last Activity	Total Activity
Celadon, Erika	ec2667	30662667	3rd	Yesterday, 1:28pm	23:13:26
Centro, Jenny	jc2654	30662654	3rd	Yesterday, 1:32pm	25:11:45
Cerulo, Misty	mc2636	30662636	3rd	2 Days Ago, 1:31pm	22:08:53
Lillis, Jessie	jl2666	30662666	3rd	2 Days Ago, 12:12pm	12:47:32
Pallet, Ash	ap2655	30662655	3rd	Today, 7:15am	46:39:51
Pewter, Brock	bp2645	30662645	3rd	Today, 7:22am	40:27:12
Rocket, James	jr2656	30662656	3rd	2 Days Ago, 12:53pm	10:26:44

MASTERY TRACKER									
SORT:	Last, First	A - Z	1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	NEAR MASTERY
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	NEAR MASTERY	MASTERY
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION

GRADE BOOK																			
SIS ID	Student Name	Letter Grade	Total Points	Grade Percent	Standards & Assignments	Each Points											50		
						1.1.a	Post #1	2.1.b	WS #1	WS #2	3.1.b	WS #1	4.1.a	WS #1	Quiz #1	5.2.e		WS #1	Quiz #1
30662667	Celadon, Erika	A	180	95%		3		10	10		3	24	14	15	15	24	14		48
30662654	Centro, Jenny	B	159	84%		5		9	10		3	23	11	15	11	25	8		39
30662636	Cerulo, Misty	B	119	85%		5		9	10		5	21	11	14	11	22	11		-
30662666	Lillis, Jessie	A-	140	90%		3		10	10		3	23	10	-	-	24	11		50
30662655	Pallet, Ash	B	119	85%		5		9	8		4	21	14	13	14	20	11		-
30662645	Pewter, Brock	C	105	75%		4		8	9		5	20	8	12	10	19	10		-
30662656	Rocket, James	C-	133	70%		2		9	9		3	19	11	11	10	20	9		30

RTD.1.5 By looking at the activity data, we can infer that students who spend _____

- an average amount of time in the LMS need less remediation (1)
- more time in the LMS also have the highest attendance rate (2)
- more time in the LMS master the greatest number of standards (3)
- less time in the LMS having higher overall grade percentages (4)

Page Break _____



Q9
RTD.2 INTERPRETING DASHBOARDS

Use the trackers to answer the following question.

ATTENDANCE TRACKER																														
SIS ID	Student Name	NOTES	Days >																											
			M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F			
30662667	Celadon, Erika																													
30662654	Centro, Jenny				T																									
30662636	Cerulo, Misty																													
30662666	Lillis, Jessie						A			A																				
30662655	Pallet, Ash																													
30662645	Pewter, Brock																													
30662656	Rocket, James		T																											

Key
 T = Tardy
 A = Absent/Unexcused
 X = Excused/Field Trip
 I = In School Suspension
 O = Out of School Suspension

MASTERY TRACKER										
SORT: Last, First		A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	NEAR MASTERY	MASTERY
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	MASTERY	REMEDIATION	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION

RTD.2.1 In helping students achieve mastery on 1.1.a and 5.3.a, it would be best to suggest

- Erika and Jenny work together (1)
- Erika and Misty work together (5)
- Erika and Jessie work together (6)
- Erika and James work together (7)



Q6

Use the trackers to answer the following question.

		ATTENDANCE TRACKER																																			
		Days >	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F					
SIS ID	Student Name	NOTES	1.1.a	4.1.a	2.1.b	4.1.a	5.2.e	3.1.b	5.2.e	5.3.a	5.3.a	6.1	2.1.b																								
30662667	Celadon, Erika																																			Key T = Tardy A = Absent/Unexcused X = Excused/Field Trip I = In School Suspension O = Out of School Suspension	
30662654	Centro, Jenny				T																																
30662636	Cerulo, Misty											X																									
30662666	Lillis, Jessie						A		A																												
30662655	Pallet, Ash											X																									
30662645	Pewter, Brock											X																									
30662656	Rocket, James		T						T			T																									

		MASTERY TRACKER							
SORT: Last, First A - Z		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1	
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY	
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION	
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION	
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION	

RTD.2.2 Most students have not mastered _____

- 4.1.a (1)
 5.2.e (2)
 5.3.a (3)
 6.1 (4)



Q10 Use the trackers to answer the following question.

ATTENDANCE TRACKER																																		
SIS ID	Student Name	NOTES	Days >																															
			M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F		
30662667	Celadon, Erika																																	
30662654	Centro, Jenny				T																													
30662636	Cerulo, Misty																																	
30662666	Lillis, Jessie							A																										
30662655	Pallet, Ash																																	
30662645	Pewter, Brock																																	
30662656	Rocket, James		T																															

Key
 T = Tardy
 A = Absent/Unexcused
 X = Excused/Field Trip
 I = In School Suspension
 O = Out of School Suspension

MASTERY TRACKER								
SORT: Last, First		1.1.a	2.1.b	3.1.b	4.1.a	5.2.e	5.3.a	6.1
Celadon, Erika	30662667	NEAR MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Centro, Jenny	30662654	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY
Cerulo, Misty	30662636	MASTERY	MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Lillis, Jessie	30662666	NEAR MASTERY	MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	NEAR MASTERY	MASTERY
Pallet, Ash	30662655	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDIATION
Pewter, Brock	30662645	MASTERY	MASTERY	MASTERY	REMEDIATION	NEAR MASTERY	NEAR MASTERY	REMEDIATION
Rocket, James	30662656	REMEDIATION	MASTERY	NEAR MASTERY	NEAR MASTERY	NEAR MASTERY	REMEDIATION	REMEDIATION

RTD.2.3 Your subject area coordinator asked all the teachers to look at the data from the end of the quarter to determine areas for improvement in teaching next year. If this mastery data is from the end of the quarter, then next year, we should revise how we teach _____

- 4.1.a (1)
- 5.2.e (2)
- 5.3.a (3)
- 6.1 (4)

End of Block: 5. Real-time Data Practices - 7 Questions

Appendix B: Test Answer Key

Self-Evaluation: This area does not have correct answers; rather students accrue more points with rating themselves higher in agreement with the 15 statements presented. (25 points for Technical Literacy, 25 points for Digital Citizenship, 25 points for Dispositions- 75 total points possible)

Blending Online & In-Person Learning (10 (7 scored) questions, 9 points possible):

- B.1.1: Flex (1 point)
- B.1.2: Enriched Virtual (1 point)
- B.1.3: Station Rotation (1 point)
- B.1.4: Flipped Classroom (1 point)
- B.2: Have students submit responses online, and pair up students with opposing viewpoints in a face-to-face discussion in class (1 point)
- B.3.1: No right or wrong answer
- B.3.2: Quarter point for each category they select (1 points)
- B.4.1 Series: No right or wrong answer
- B.4.2: No right or wrong answers
- B.4.3: One point for every “learning effectiveness” box checked
Half point for every “access and flexibility” box checked
Quarter point for every “cost effectiveness” box checked
(MAX 3 points)

Technology-Mediated Interactions (T.1 treated as 1 question- 1 SLO, 6 questions, 13 points possible):

- T.1.1: Asynch
 - T.1.2: Asynch, Synch
 - T.1.3: Synch, F2F
 - T.1.4: Synch, F2F
 - T.1.5: Asynch
 - T.1.6: Asynch, Synch, F2F
 - T.1.7: Asynch,
 - T.1.8: Synch, F2F
 - T.1.9: Synch, F2F
 - T.1.10: Synch, F2F
 - T.1.11: Asynch
 - T.1.12: Asynch
 - T.1.13: Asynch
 - T.1.14: Asynch
 - T.1.15: F2F
- (quarter point for each right one selected, 5.75 points possible)
- T.2.1 Series: No right or wrong answer
 - T.2.2: Half point for every box they check (MAX 3.5 points)
 - T.2.3: Email students/ parents of students who haven’t participated individually to remind them to participate in the discussion board (1 point)
 - T.2.4: Brock: full participation

Misty: fly-by posting
 Jessie: Participating/Reflecting but not Inquiring
 James: Non-participating
 (1 point)

T.2.5: Brock: Thank you for your thoughtful initial post
 Misty: Thank you for your thoughtful initial post, Fly by post, Remember to ask
 Jessie: Thank you for your thoughtful initial post, Remember to ask
 James: Missed you in the discussion this week
 (1.75 points possible)

Personalization: (7 questions, 7.25 points)

P.1.1: 6.1 (1 point)

P.1.2: 5.2.e (1 point)

P.2.2: (1) Ineffective
 (2) Ineffective
 (3) Effective
 (4) Effective
 (5) Effective
 (6) Effective
 (7) Ineffective

(each worth a quarter point- 1.75 points)

P.2.3: Jenny, Jessie, and James (1 point)

P.2.4: group Misty, Ash, and Brock together for instruction while other students work on different standards (1 point)

P.2.5: Erika's goal: Achievable/Ambitious
 Jenny's goal: Measurable
 Misty's goal: Specific
 Jessie's goal: Reasonable
 Brock's goal: Adjust timing
 James's goal: This looks good
 (quarter point for each right one, total 1.5 points)

Real-Time Data: (7 questions, 8.5 points possible)

RTD.1.1: Step 1: Pre-Assessment (Quarter point)
 Step 2: Check Assessment/Activity Data (Quarter point)
 Steps 3-10: Max .75 more points for "Check Assessment/Activity Data"
 choices- no specific right or wrong as to when
 (total 2.5 points)

RTD.1.2: ranking a list of key people and groups from the Revolutionary War in order of importance and briefly defending the list. (1 point)

RTD.1.3: very little correlation between grades and students' levels of mastery (1 point)

RTD.1.4: Students master more skills during the first week of instruction (1 point)

RTD.1.5: an average amount of time in the LMS need less remediation (1 point)

RTD.2.1: Erika and Misty work together (1 point)

RTD.2.2: 5.3.a (1 point)

RTD.2.3: 5.3.a (1 point)

Note: point values for different test items have been adjusted so as to make complex or long items not overly inflated on the test.