iKnow™ ABC

Onboarding, Professional Development and Integration Plan

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Onboarding Overview

Day 1

On your first day, our Team will:

- Create your web portal
- Make liaison with your school / district representative. We will ask for:
    - School Logo and brand colors
    - Student and Educator names, separated by classroom. Request that the rosters be provided as an xlsx. or .csv fie.
    - A decicion between Pride Points or Fun Minutes
    - Email addresses of who will receive the assessments when they are completed
- Discuss how centers will be used within your school/district

Week 1

The following days, our Team will:

- Customize your web portal to match your school branded colors and add your school logo.
- Create accounts for Students and Educators in the web portal.
- Assign Students to a classroom (web portal backend).
- Assign Educators to their classrooms (web portal backend).
- Customize the Teacher's Edition in accordance with your school's election.
- Update the Digital Passport to use Pride Points or Fun Minutes.
- Update the Assessment code files, add the email(s) of who will receive the assessment results.
- Create the iKnow ABC App accounts for Students and Educators.
    - Create and assign classroom groups.
    - Record username and passwords in Google Sheet to share with liaison.
- Edit the Teacher's Edition to match how centers will be used within your school/district.

Teacher Training

In the weeks that follow our team will schedule Teacher Training, our Team will cover:

- Overview of iKnow Schools
- iPad Basics
- Difference between Educator and Student accounts
    - Main Menu Options
    - Focus Progress is always off for Educators
- How to activate or deactivate the Focus Progress for your students
- Navigating through the Digital Safari
- Discuss the importance of the Assessments
- Setting up the Digital Passport
- Using the Teacher's Edition
- Setting up the centers

iKnow™ ABC

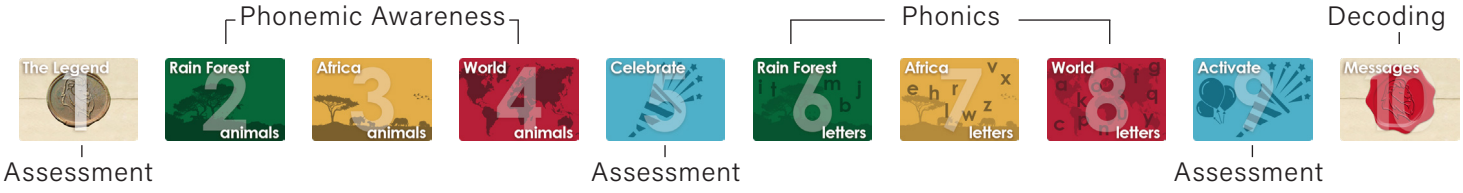
iKnow School + Home Adventure is designed to enable children who are English language learners to build a strong foundation as emergent readers and beginning readers. Its story-driven, blended approach to early literacy and Science, Technology, Engineering, Arts and Math (STEAM) fosters an interactive experiential learning opportunity for students to learn English as well as learning to read (Guccione, 2011). Results indicated that students tested above 97% mastery in Letter Name Fluency and Letter Sound Fluency upon completion of Year Two of the Pilot Program.

The program can be implemented in several ways because iKnow was designed with the belief that no two students, families, classrooms, schools, districts and communities are exactly the same. Both the school and at-home models have multi-level accessibility to students at high risk of failure due to environmental barriers – those early learners who are also English language learners, high-need students who live in poverty and those learners who live in underperforming, inner city school areas.

We know that early learners, and particularly those learners who are struggling, need to be highly engaged in order to successfully complete learning levels and progress to the next phase of learning. iKnow is based on proven research methods and core standards, using technology effectively and efficiently with a cross-curricular, multi-modality methodology (Aguilar, 2016).

How does it work?

iKnow ABC is a story-driven, blended approach to early childhood education that takes emergent readers on an epic quest around the world in search of animals and to activate their secret letters. It's an adventure game in beginning reading, science and technology that fosters social and emotional growth, character development and global citizenship in the classroom and at home. Teachers, students and parents love iKnow ABC.

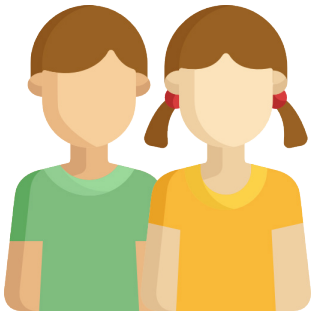


10 levels
Our adventure game navigate students through 10 levels of fun.

3 assessments
Track the student's progress through our assessments in Levels 1, 5 and 9.

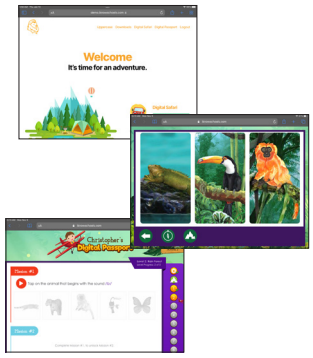
26 animals
Discover the animal's sescret lette sound in Levels 2 - 4.

26 letters
Discover the animal's sescret lette name in Levels 6 - 8



Student Experience

Our modern method uses a more experiential, gamified approach to literacy and science. This method embodies the notion that when you teach a child a fact, he may remember it. When you show a child an example, she can describe it. But when you tell young children a captivating story set to music, the story and songs become part of who they are, who they become and stay with them for life.



Digital

Assessments

Students take digital assessments throughout the year testing for letter name and letter sound recognition.

Digital Safari

A gamified adventure that guides students through 10 Levels of learning in a self-paced, student directed experience.

Digital Passport

An interactive game that keeps track of progress to improve students learning with fun missions and rewards along the way.

eBooks

An innovative collection of 5 enhanced, interactive, highly educational and delightfully entertaining eBooks.

iKnow ABC App

Students interact and activate secret letters with the iKnow ABC Adventure app. Students trace letters, spell words, record their voices, watch animal videos and paint images of the animals.

Experiential

Breath & Movement

Animal-inspired poses use breath and movement to help students focus, set the stage for learning and encourage mindfulness.

Literacy Activities

Reading, writing, matching, sorting and building sentences by the students.

STEAM Projects

Project-based learning opportunities for each level that inspire inquiry, dialogue and critical thinking.

Pride Points

Children earn Pride Points for civic and academic accomplishments, tasks and actions.

Beam-In Sessions

Experts in their field join our classes via video conference to enhance learning and allow for global innovative opportunities "beyond the four walls" of the classroom.

Teacher's Edition

iKnow ABC School is an innovative approach to beginning reading based on proven research methods and core standards, using technology effectively and efficiently with a cross-curricular, multi-modality methodology. iKnow ABC School is purposefully designed to allow for flexibility to meet the specific needs of each unique classroom setting and enables districts and schools to easily customize the learning experience. Whether you teach with centers, in large and small groups or in a whole class instruction setting, iKnow ABC Teacher's Edition is customized to enhance your classroom environment and engage your students. The Teacher's Edition uses the same 10 Levels as the Student Experience making access to content quick and easy. Your customized daily lesson plans, level overviews, resources and materials are just a click away.

Customized Integration Plan to Meet Your Needs

*Ohana Day School Customization Example

Integration Time

- 3 Days per week
- 25 - 60 Minutes per session
- Large Group + Centers + Large Group

Digital Safari + Passport

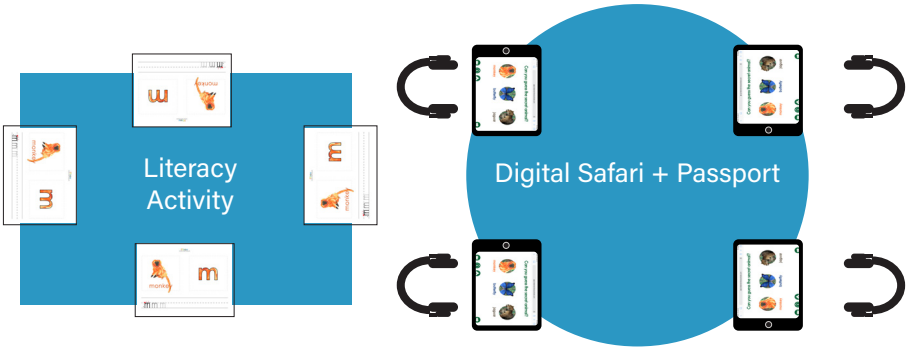
- Phonemic Awareness
- Phonics
- Decoding

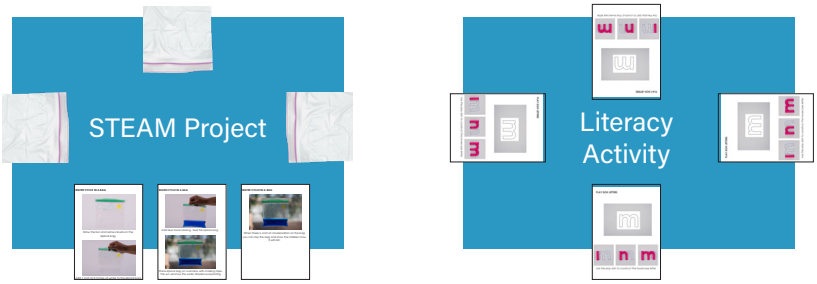
Literacy Activities

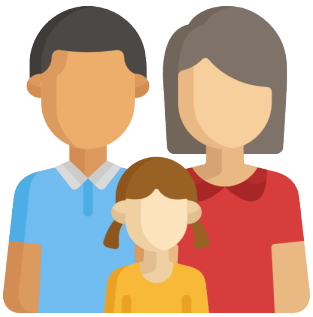
- Reading
- Writing
- Speaking / Listening

STEAM Project-Based Learning

- Correlates with each Level's Theme
- Critical Thinking + Problem Solving Skills
- Cooperative Learning

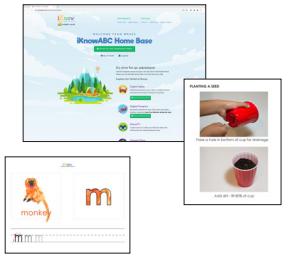


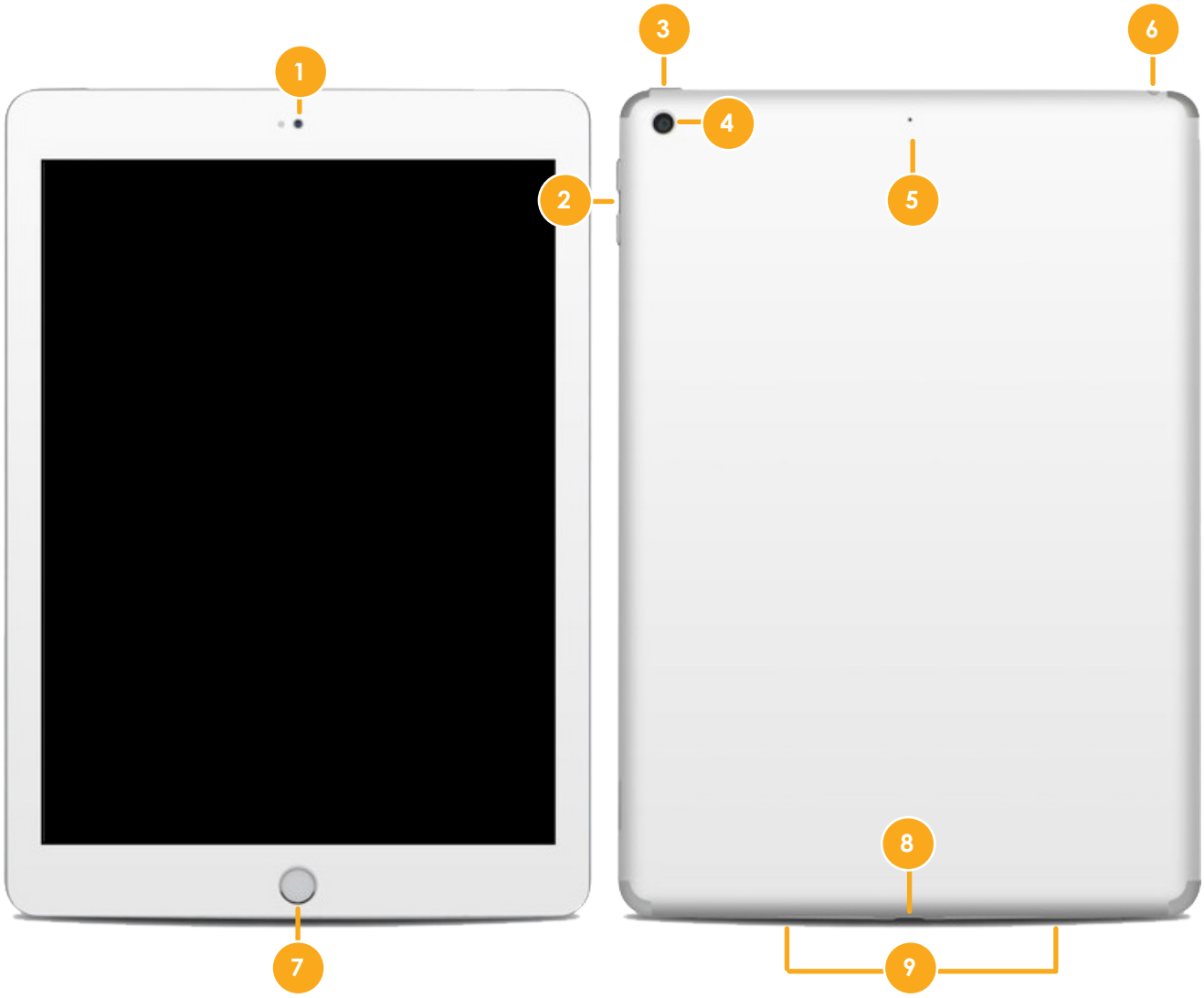




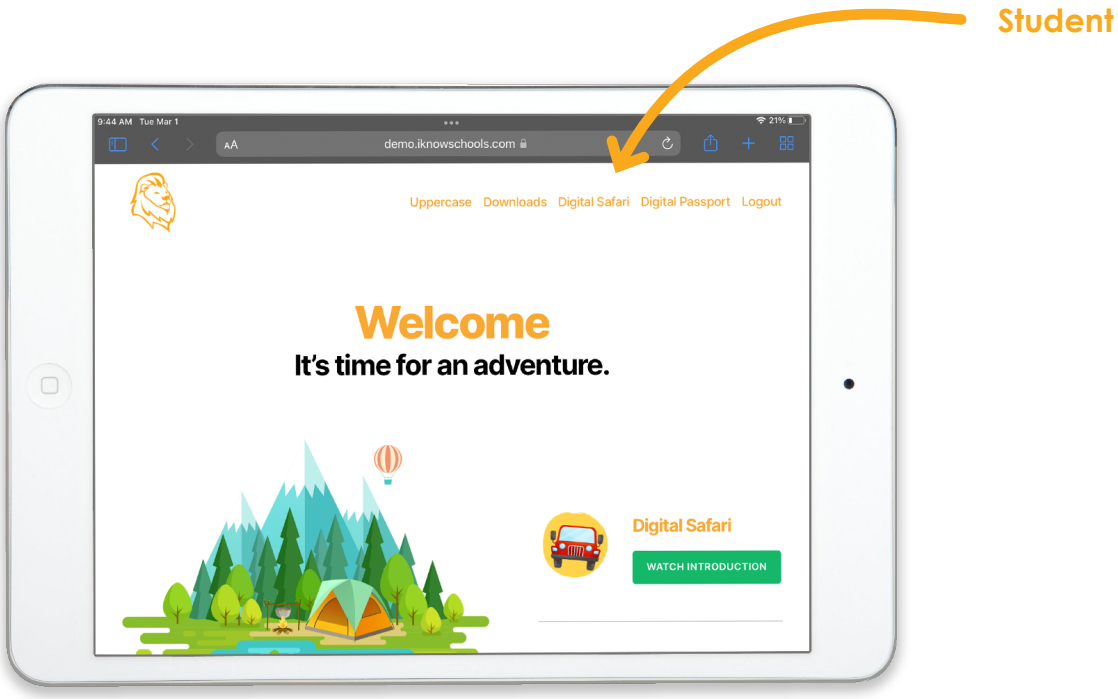
Home Version

Developed to promote family engagement and provide parents with necessary resources and materials to teach their child at home.

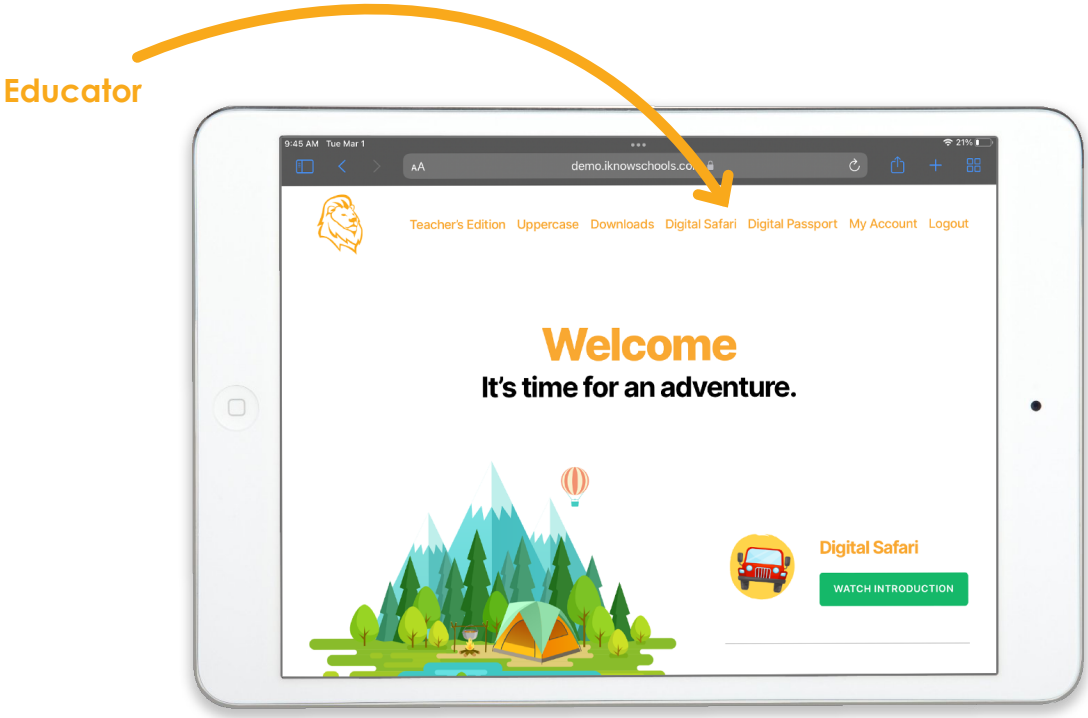




1. Front Camera
2. Volume Control
3. On / Off Button
4. Rear Camera
5. Microphone
6. Headphone Jack
7. Home Button
8. Charging Port
9. Speakers



Educators have access to two (2) additional menu items; Teacher's Edition and My Account. Additionally the Focus Progress is always turned off for Educators.



Tap or click on My Account

1 Default Settings

School Settings

Select A Classroom

Sunshine

Focused Progress

Focused Progress - ON

Turned ON: students will proceed through the Digital Safari one lesson and activity at a time. This option offers less distractions and possibility of misclicking.

Turned OFF: students may jump ahead on different lessons inside the Digital Safari to work at their own pace.

Individual Settings: Focused progress can be adjusted for each individual student.

Changing this setting will update this option for ALL students. Please have students refresh their Digital Safari page if they are currently logged on and using the site to reflect this change.

Update School Settings

2 Use the drop down to select other options.

School Settings

Select A Classroom

Sunshine

Focused Progress

✓Focused Progress - ON
Focused Progress - OFF
Focused Progress - Individual Settings

one lesson and activity at a time. This option offers less distractions and possibility of misclicking.

Turned OFF: students may jump ahead on different lessons inside the Digital Safari to work at their own pace.

Individual Settings: Focused progress can be adjusted for each individual student.

Changing this setting will update this option for ALL students. Please have students refresh their Digital Safari page if they are currently logged on and using the site to reflect this change.

Update School Settings

School Settings

Select A Classroom

Sunshine

Focused Progress

✓Focused Progress - ON
Focused Progress - OFF
Focused Progress - Individual Settings

one lesson and activity at a time. This option offers less distractions and possibility of misclicking.

Turned OFF: students may jump ahead on different lessons inside the Digital Safari to work at their own pace.

Individual Settings: Focused progress can be adjusted for each individual student.

Changing this setting will update this option for ALL students. Please have students refresh their Digital Safari page if they are currently logged on and using the site to reflect this change.

Update School Settings

School Settings

Select A Classroom

Sunshine

Focused Progress - ON
Focused Progress - OFF
✓Focused Progress - Individual Settings

Toggle Focused Progress on or off for each individual student.

OFF **Eli Garcia**

OFF **Jane Doe**

OFF **John Smith**

Turned ON: students will proceed through the Digital Safari one lesson and activity at a time. This option offers less distractions and possibility of misclicking.

Turned OFF: students may jump ahead on different lessons inside the Digital Safari to work at their own pace.

Individual Settings: Focused progress can be adjusted for each individual student.

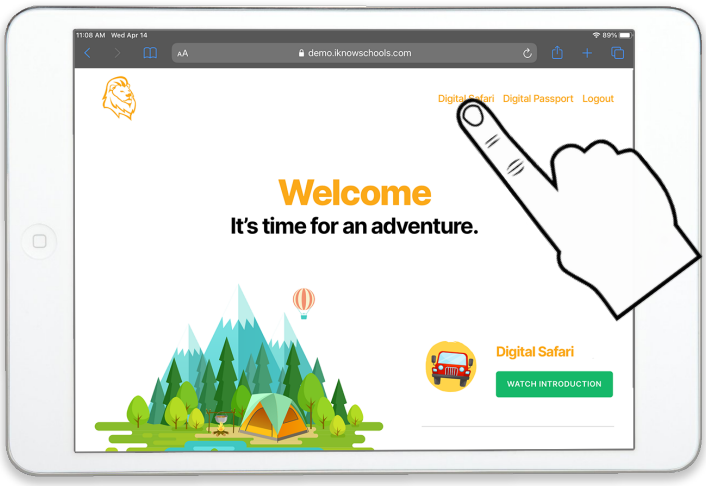
Changing this setting will update this option for ALL students. Please have students refresh their Digital Safari page if they are currently logged on and using the site to reflect this change.

Update School Settings

3 When ***Focus Progress - ON*** or ***Focus Progress - OFF*** is selected it will effect all of the students assigned to your classroom.

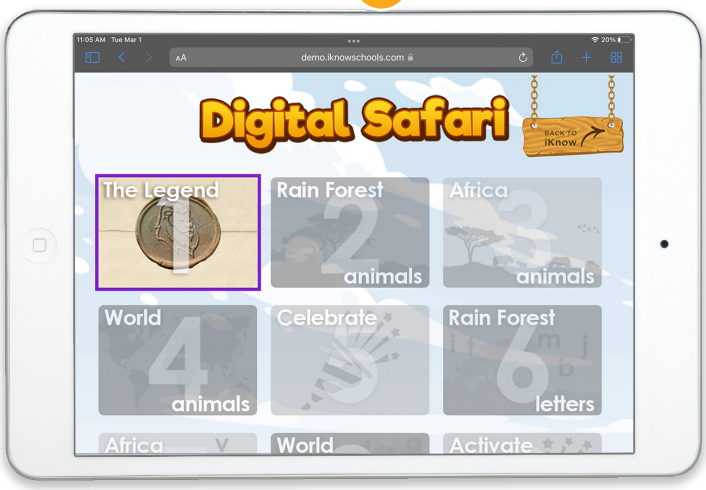
Focus Progress - Individual Settings allows you to choose the students who you desire to turn the Focus Progress off.

Ensure to press the ***Update School Settings*** button to save your progress.



1 From the Welcome screen the user can click on **Digital Safari** on the top menu or the Digital Safari icon.

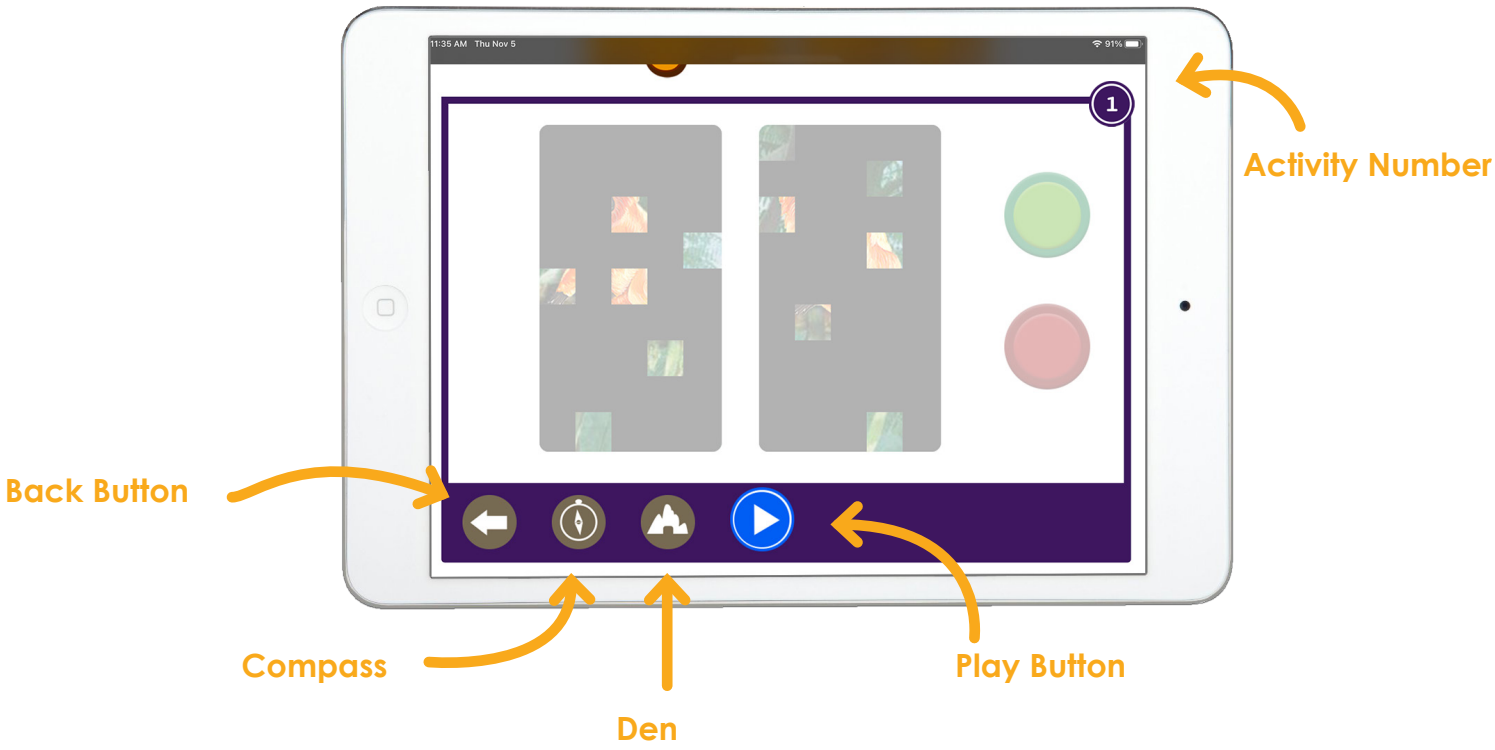
2a



When the ***Focus Progress*** is turned **OFF** the student will be redirected from the Welcome page to the Den.

2b

When the ***Focus Progress*** is turned **ON** the student will be redirected from the Welcome page to the level they are currently on.



The same navigation icons are used through out the Digital Safari.

Activity Number
Informs the user which activity they are currently on.

Back Button
Returns the user to the previous activity.

Compass
Returns the user to the Level Menu.

Den
Returns the user to The Den Menu.

Play Button
Begins the activity

Next Button
Moves the user to the next activity. It is hidden until the user completes the current activity.

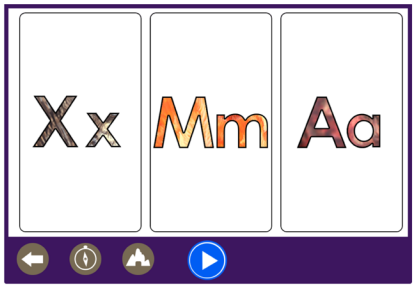
Level 1

Level 1 is divided into five sessions that include assessments, ***The Legend***, and digital exercises. These introductory exercises are designed to set the students up for success and teach basic technology literacy skills. Level 1 sets the stage for learning while students discover *The Legend* and gain experience navigating through the digital web-based portal. The Digital Safari experience in Level 1 is a basic matching and sorting digital exercise - animal sounds match.

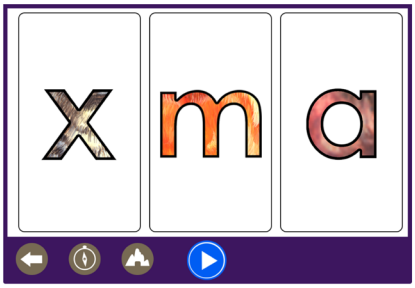
Assessments

There are three assessments in which each digital test takes typically no longer than 5 minutes. There are different assessment set up options for each school or district. The results can be customized to the same standardized testing measurement scale each school and district use. This cultivates convenience and consistency.

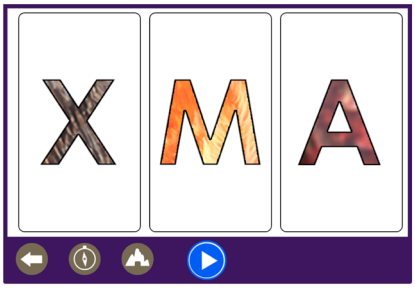
Letter Sound Recognition



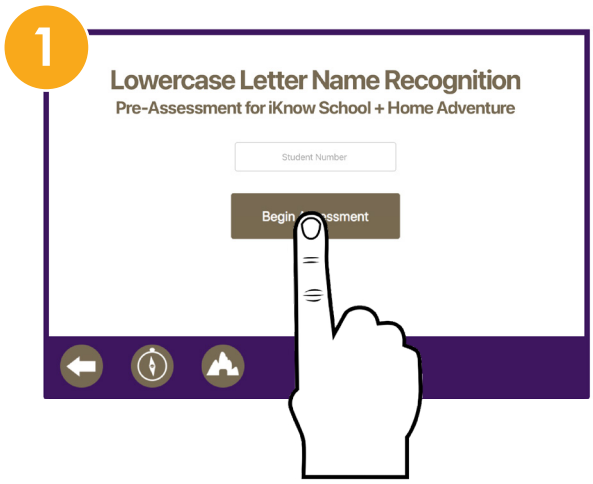
Lowercase Letter Name Recognition



Uppercase Letter Name Recognition

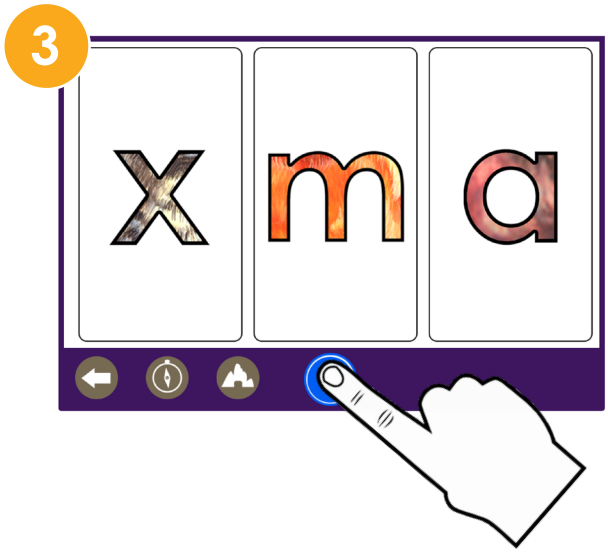


Level 1 Assessments

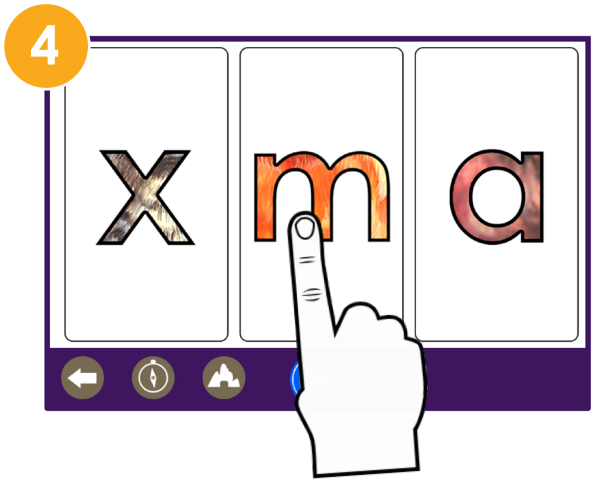


1. Input the student's number and press on the "*Begin Assessment*" button to begin.

2. The student will hear the audio instructions: "*tap on the letter m*".



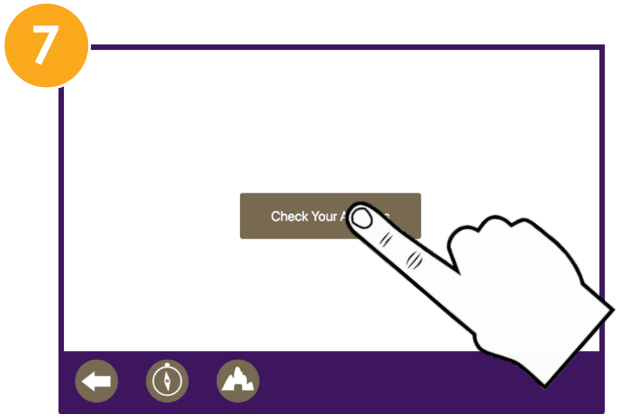
3. The panels will activate, if the student needs to hear the instructions again they can tap on the play icon.



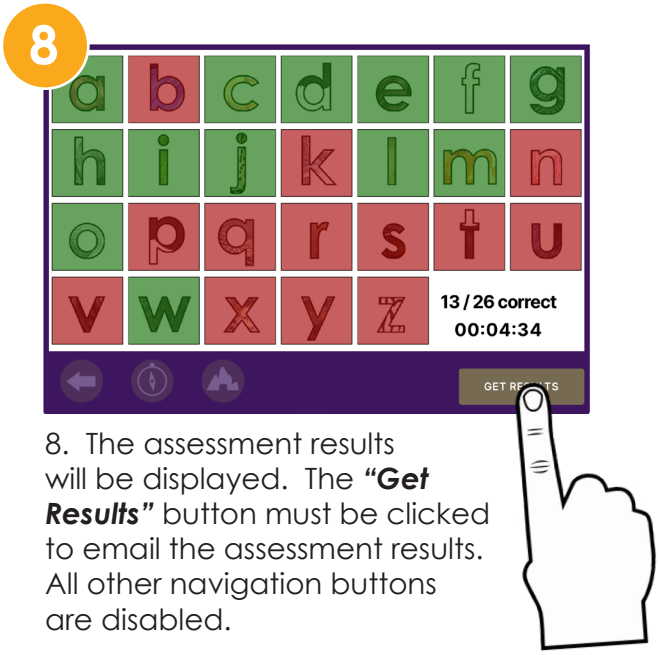
4. When the student is ready, they can tap on a panel to submit their answer.

5. The next set of panels will appear, along with the next set of instructions: ***"tap on the letter b"***.

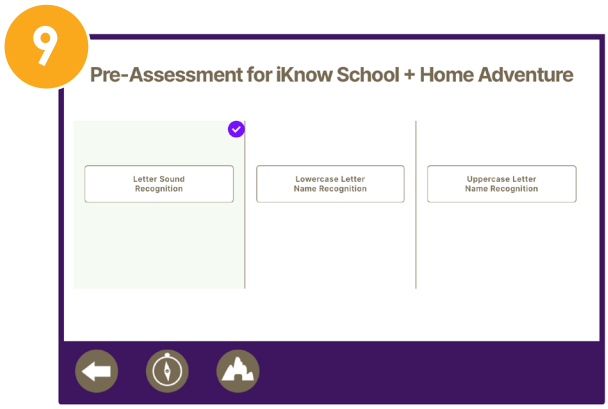
6. The panels are clickable when they are bright. The student can now make a selection.



7. Once the student makes the 26th selection a new button will appear. Click on it to continue.



8. The assessment results will be displayed. The ***"Get Results"*** button must be clicked to email the assessment results. All other navigation buttons are disabled.



9. When the student gets redirected to this page after clicking on the ***"Get Results"*** button the system emails the assessment results to the school staff and records the assessment results in a database.

* If the user clicks on the back button on the iPad's navigation **none** of these features will be activated.

Student Number / Student Name

Captured from the first page of the assessment.

Level

Appropriate level is captured.

Date

Captured from the computer's memory.

Student:	4821

Test Name	Level	Date
Lowercase Letter Name Recognition	1	05 Nov 2020

Correct Answers

Represented with a checkmark.

Incorrect Answers

Represented with an X and dark background.

a	b	c	d	e	f	g	h	i	j
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

k	l	m	n	o	p	q	r	s	t
✓	✓	✓	✓	✗	✓	✗	✗	✗	✗

u	v	w	x	y	z
✓	✓	✗	✗	✓	✓

Number Correct	Percentage	Category	Time
19 / 26	73%	Established: 50% or higher	00:01:41

Teacher / Teacher Assistant Date

Time

How long did it take the student to complete the assessment?

Number Correct

Correct answers out of 26.

Percentage

Calculated out off the correct answers.

Category

Using the percentage, the category will be in accordance to the school's assessment standards.

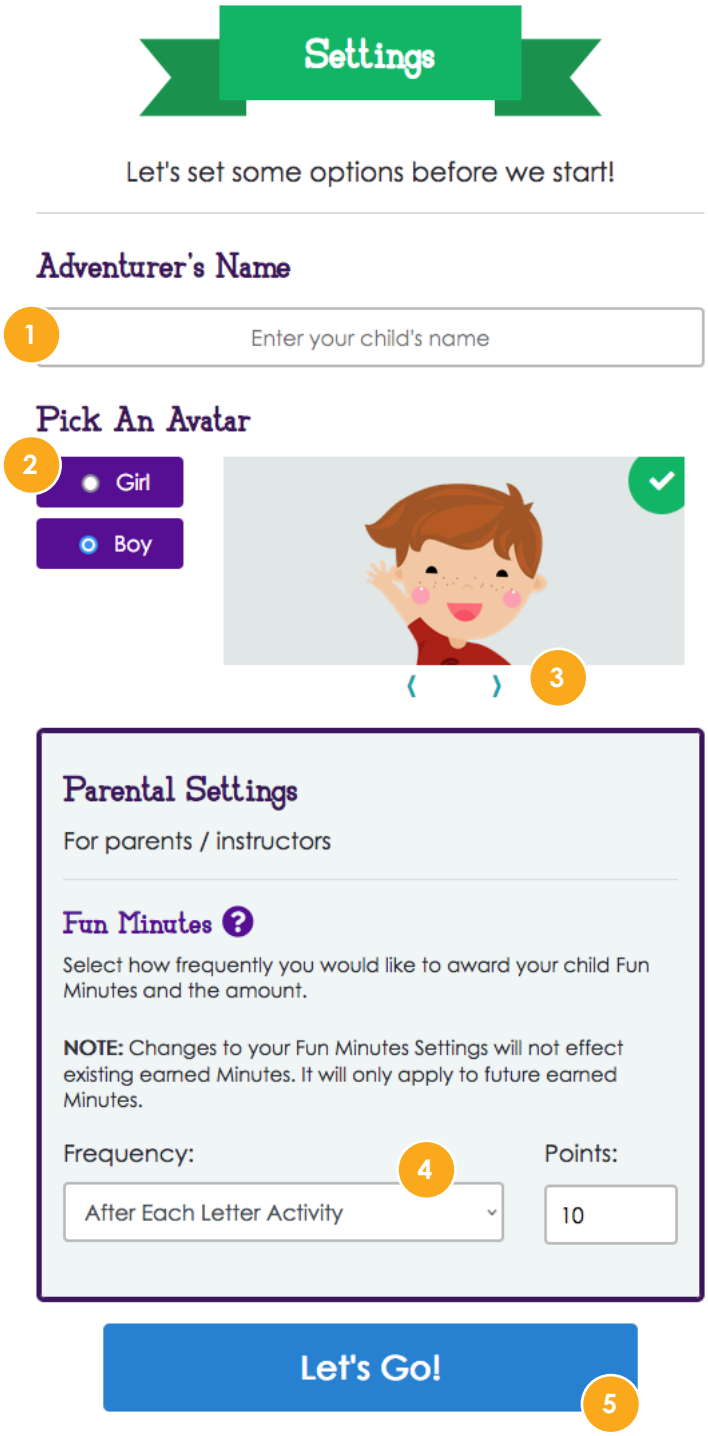
Emailed Assessment Results

An email with the information displayed above will be sent to the address(es) that were provided by the school / district representative.

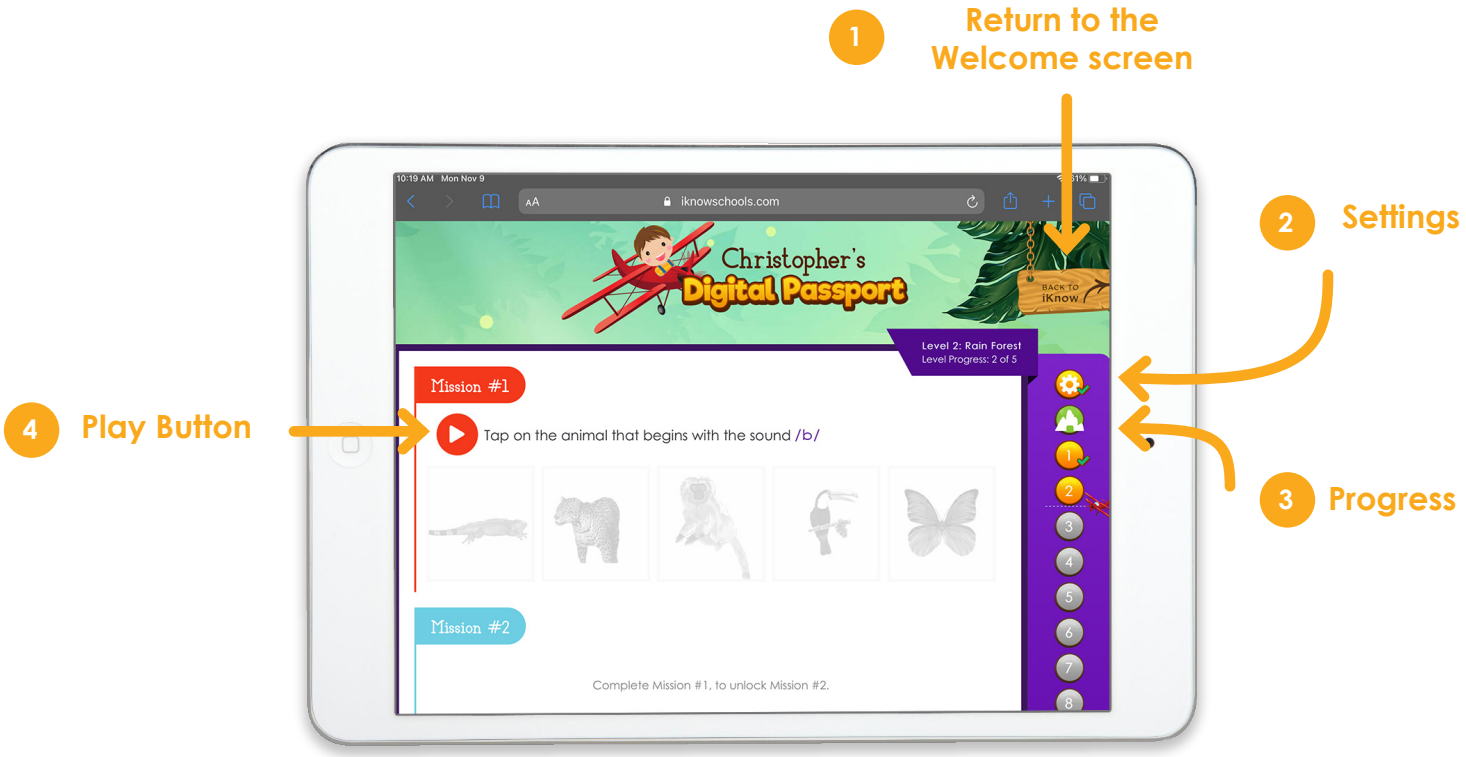
You will have the opportunity to print the Assessment results and place them in the student's progress binder.

Students will be automatically redirected to the ***Digital Passport*** when they complete an animal or letter beginning with Level 2.

It is recommended to set up the ***Digital Passport*** for every student prior to beginning the program.



1. Type in the student's name
2. Choose student's gender
3. Choose an avatar
4. Select the frequency
5. Tap **Let's Go**! button to save settings



The same navigation icons are used through out the Digital Safari.

Returns the user to the Welcome Screen

Go to the Settings page

Go to the Progress page

Begins the activity

Teacher's Edition

Level 1: The Legend | Level 2: Rain Forest – Animals | Level 3: Africa – Animals | Level 4: World – Animals | Level 5: Celebrate

Level 6: Rain Forest – Letters | Level 7: Africa – Letters | Level 8: World – Letters | Level 9: Activate | Level 10: Messages from the Pride

When you see the Google Drive icon anywhere on the website, it means that you will be redirected to our Google Drive and view the corresponding Google Slides.

The Teacher's Edition is customized to meet the specific goals for literacy, STEAM and technology within their school and district. The Teacher's Edition is purposely designed to accommodate different teaching strategies and methodologies. Teacher-centered: direct instruction, project-based learning, whole group instruction, cooperative learning: inquiry-based and student centered, block learning sessions, independent learning, centers-based exploratory learning, etc.

iKnow ABC Teacher's Edition: Level 2 Lesson Plan Example

Level Navigation Menu 1

Navigation made easy for instant access to lesson plans within each level.

Lesson Guides 2

Step-by-step instructions and overview of the student experience. Teachers use the daily plans to prepare to teach, including all the materials and resources they need to succeed and SmartBoard guides for the students to follow.

Digital Reading Center 4

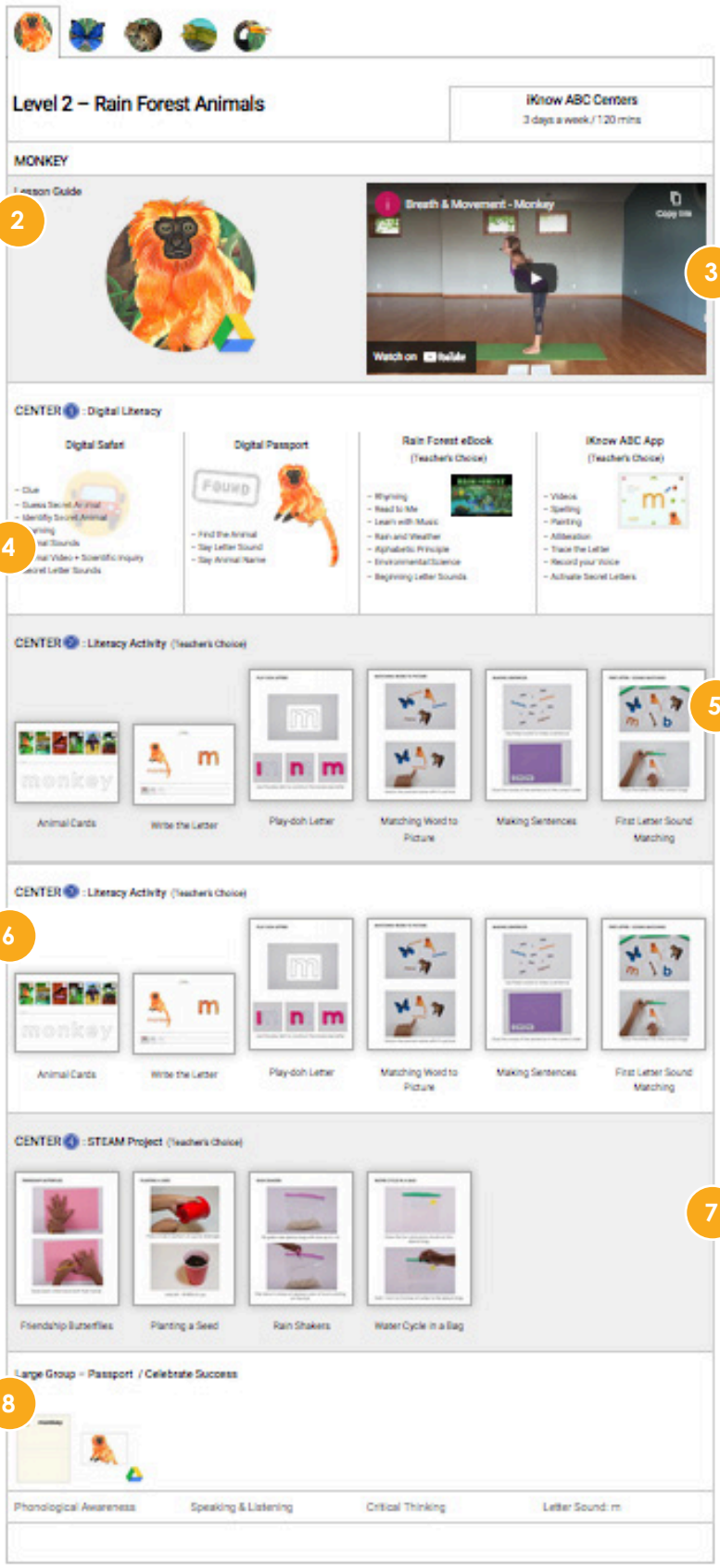
Discover animals in the Digital Safari and apply new knowledge in the Digital Passport

Literacy Activities Center 6

Multi-modality approach that provides different learning experiences and opportunities for students to access the same content standards in a variety of ways. These activities include reading, writing, matching, sorting and building sentences by the students.

Passport and Stickers 8

Students collect Passport stamps (digital or booklet) as they progress through the content.



Breath & Movement 3

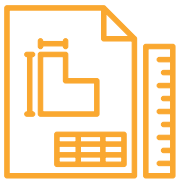
Animal-inspired poses use breath and movement to help students focus, set the stage for learning and encourage mindfulness.

Literacy Activities Center 5

Multi-modality approach that provides different learning experiences and opportunities for students to access the same content standards in a variety of ways. These activities include reading, writing, matching, sorting and building sentences by the students.

STEAM Projects - Exploration Center 7

The STEAM project-based learning opportunities in each level stimulate inquiry, dialogue problem solving and critical thinking.



Professional Development Plan

Professional development starts with creating a plan that helps ensure learning objectives are met. An effective professional development plan for teachers should factor in elements such as:

Interactive Learning: This is a hands-on, highly engaging, training session that provides teachers with opportunities and experiences to use and interact with the different types of learning activities, projects and experiences within their classroom. It helps teachers learn, understand and facilitate how to integrate technology into the classroom while addressing their concerns.

Expertise and Experiential Development: Identify and specify the necessary skills and strategies needed to teach with technology and how to transfer this new knowledge into their classrooms.

Teamwork + Collaboration: Teachers learn new communication tools to help them work together with this process. Teachers work collaboratively to address challenges they face in their classroom, what they need to do to break down barriers and learn to teach with technology, reaching and teaching beyond the four walls of their classroom. These opportunities help teachers solve problems by working together and sharing their knowledge and experiences.

Content-Focused: Content-focused professional development is designed for specific content solutions, new teaching methodologies, innovative usage of technology and specific programs and resources scheduled for implementation into each school or district.

Support, Services and Coaching: Direct communication and support for teachers is important for success throughout the entire process. Teachers always have the opportunity to ask questions, voice concerns, solve problems and challenges specific to their schools. They receive assistance to evaluate student achievement and goal-specific results.

Planning and Setting Goals for Professional Development

A professional development plan is designed for teachers, therefore it is imperative that teacher specific goals, needs and challenges are addressed. Each school and district requires specific professional development and implementation plans to improve teaching, learning and leadership through innovation and technology.

Technology integration: Determine how teachers are currently using technology and establish new goals to improve teaching, learning, communications and community.

Burn-out prevention: Provide teachers with the time, support and opportunities to solve problems together. Create a safe space to share triumphs and solve challenges .

Cultural immersion: Design a classroom environment that celebrates and respects different cultures within the school, community and beyond. Use technology to improve access, equality and communication within the classroom, school, families and community.

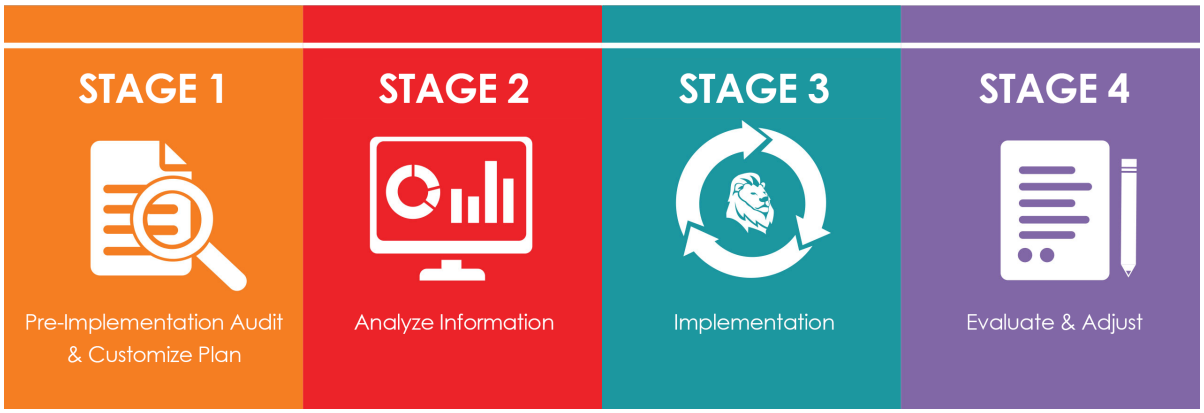
Making learning fun: Create a welcoming, safe and interactive space to make learning fun and effective that fosters the opportunity to grow together.

Technology Professional Development Goals for Teachers

- Design meaningful professional development and technology integration plans to solve challenges and enhance learning
- Create everyday integration opportunities in to a classroom environment to promote interactive, enhanced learning, problem-solving, critical thinking and communication skills
- Instill knowledge and confidence in a teacher's ability to use technology at a higher level and designed to improve learning
- Develop and implement high-level technology usage to promote cognitive development, social and emotional growth, character development and global citizenship
- Promote a team approach to prevent teacher burnout

Stages of iKnow ABC and Technology Integration

The implementation process for content-focused iKnow ABC is divided into 4 Stages. The process of implementation uses an explicit and systematic method to allow for measurements, customization and duplication of the model.



Stage 1: Pre-Implementation Audit and Customize Plan

The purpose of the pre-implementation audit and customization plan is to establish a baseline measurement for each school and their students so that the programs can be customized to meet the needs of each school. During the audit, the Team reviews existing technology at the school level and within each classroom as well as assesses school climate, established goals and desired outcomes. It is important to use existing technology, when possible.

Stage 2: Analyze information

During Stage 2 , the Team reviews and analyzes the data collected in Stage 1 so that the programs will be specifically implemented to improve the student learning experience. The Team will use the data gathered to identify priorities and customize the professional development, content, experiences for students and technology integration plans for implementation. The feedback allows for improvements and adjustments before the program is implemented.

Stage 3: Implementation

Prior to implementation, teachers participate in onboarding and professional development sessions. During the implementation stage, the iKnow School + Home Adventure program is integrated into the classroom instruction time. Virtual meetings with the participating teachers are part of iKnow School + Home Adventure professional development. The programs require that both the school site and the at home users have a Wi-Fi connection, as well as access to iPads or tablets, laptops or computers. If there is no access at home, alternative solutions are recommended, for example, access to computers at local libraries, local boys and girls clubs or local community centers are explored.

Stage 4: Evaluate and Adjust

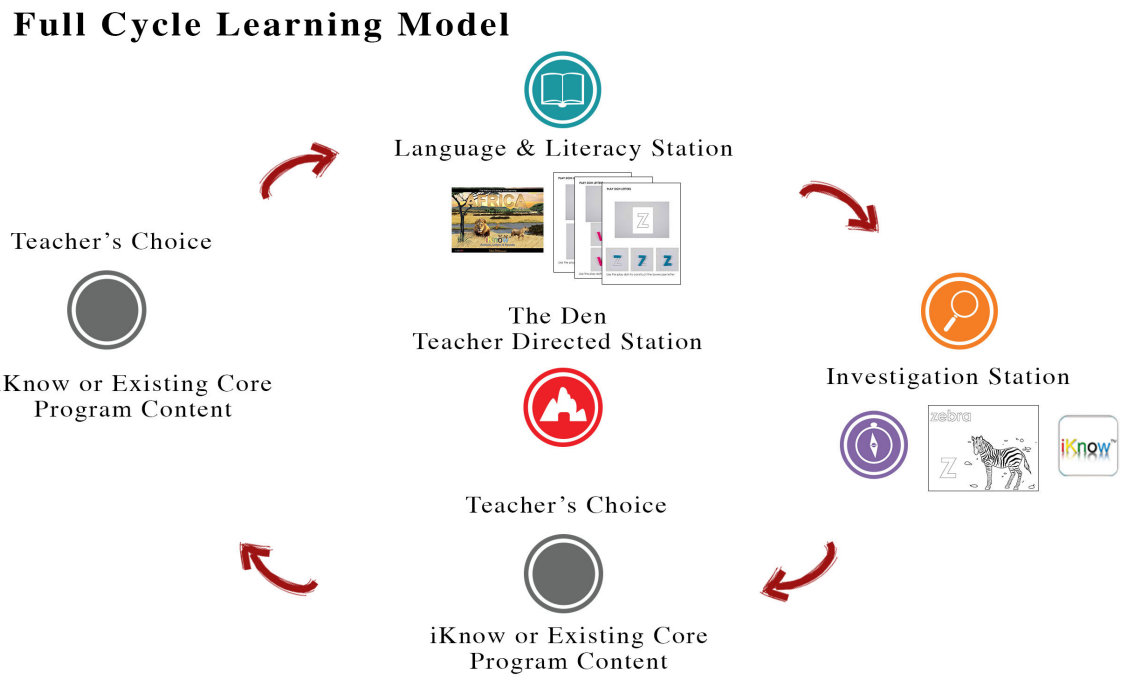
Each teacher is required to evaluate the participating student's performance three times per year – at the beginning of the year; mid-year and at the completion of the school year. The school uses existing assessment tools. In addition, there are digital assessment opportunities built into iKnow ABC School Adventure. Included in the program are a Focused-Progress feature to keep students on track and Digital Passport that records student progress and provides teachers with relevant information about each student and measurable outcomes. Finally, students evaluate themselves as well as the teachers through the iKnow School + Home Adventure innovative portfolio assessment. Here students work together to document their progress throughout the program by creating videos, taking photos and recording audio snippets throughout their educational journey. The iKnow ABC App also has a built-in assessment component where it keeps track of each student's progress.

Daily Lesson Examples

Example 1, the students are in Level 2: Rain Forest in search of five animals and their secret letters. Today they find butterfly and her secret letter sound /b/. The self-paced, student-guided, limited screen time, interactive digital session plus a Language Building Activity works great with a one-to-one iPad to student ratio or with only 4 or 5 iPads in Stations / Centers. These activities can be broken up into two days or used during Reading block and Science or Flex time. The teacher has the freedom to select specific activities that relate to each level.

Classroom Design: C.C. Ronnow Elementary School in the Kindergarten classrooms 2016 - 2018.

This example is from Level 3: Africa. To provide insight into how the Full Cycle Learning Model works, please see the below infographic. On this day, the students receive a clue from The Pride, written in rhyme. Students move and breathe with yoga-inspired poses with phonemic awareness timed to the movement. Students also received the experience of having an expert from the World Wildlife Fund (WWF) "Beam In" to talk to the students about his trip to Africa. He showed the students videos he shot, using Google Meet (additional technology the students learn to use). Students were able to ask the expert questions by their teachers typing in what they were asking.



Following the group activity, the students begin to move through the Literacy and Investigation Stations. At the Literacy Station students have the opportunity to participate in group or self-directed activities: coloring activity (animal letter and name); make a video talking about the animal or read using the read to me feature and interact with the eBook. During the transition in between Stations students participate in breath and movement experiences to help refocus their learning objectives. At the Investigation Station students learn about the Serengeti, discover why a zebra has stripes, paint a portrait of a zebra, take a picture of their activity or progress and using the iKnow ABC Adventure App to activate the secret letter of the day.

According to Digital Promise, also known as the Center for Research in Advanced Information and Digital Technologies, is a nonprofit organization originated by the U.S. Congress as part of the 2008 reauthorization of the higher education Opportunity Act, it is a plan for powerful digital learning by ensuring teachers have effective pedagogical tools and resources.

Digital Promise's Digital Playbook includes:

Teaching and Learning with Digital Learning Tools

- Learning Content Management: Do we have a digital classroom/learning management system to manage our content and resources? Who is using it now and what do we need to do to ramp up for all teachers and content areas?

- Existing Digital Resources: What are we currently using? Who has licenses? Is teacher training required and/or has it taken place?

- New Digital Resources: Do we have gaps by grade level or content area? How do we know which online resources are best for each student, grade, and subject? What evidence is needed to support decision making and selection?

- Technology Access: Will students have access to digital learning technologies after school and outside of the school building?

    - If so, do students have access to reliable internet at home to complete online assignments?

    - If not, how will digital learning be hybrid with analog homework for students who do not have access to their own technology at home?

- Collaboration: How will teachers collaborate to support students? How will students collaborate with each other?

- Video conferencing software (e.g., Zoom, Google Meet, Microsoft Teams) for synchronous online interactions between teacher and students

    - When promoting video conferencing, ensure that teachers have clear guidance on privacy settings, navigating disruptions to video conferences, and appropriate use of video conferencing software.

- Learning management system, or LMS, (e.g., Schoology, Canvas, Google Classroom, Edmodo) to organize instructional materials and resources for students

- Instructional applications and software aligning to the district or school's pedagogical and curricular goals

- Single sign-on technology (e.g., Clever, OneLogin, ClassLink) to manage log-ins and make accessing digital tools easier for students and families

Identifying Digital Opportunities

- Developing systems that provide students with access to teachers and support
- Creating district-wide instructional content that can be utilized by teachers across schools to decrease individual content creation
- Compiling a searchable and sortable database of all technology resources and tools available to teachers

When grading and assessing in digital learning environments, consider the following:

- The assessment and grading process that best supports district, school, and teacher learning goals and the curricular and pedagogical strategies used
    - Potential grading strategies include:
        - Traditional numeric or letter grades;
        - Pass/fail or rubric-based;
        - Standards-based; or,
        - Competency-based.
- Summative and formative assessment methods that can be implemented both at school and at home
- Align summative and formative assessment to performance and curricular goals
- Determine if adaptive software is appropriate for giving appropriately leveled feedback and support to students
- Provide teachers with tools and information to complete frequent formative assessments
- Developing a Positive School and Classroom Community Online

Tips for supporting teachers:

- Check in on teacher well-being and needs through weekly check-ins or drop-in office hours.
- Create professional spaces for teachers to interact and network with other teachers.
- Establish boundaries and expectations for schedules and availability during digital learning. Allow for flexibility in schedules, but also provide guidelines about expectations for digital communication and response times, and encourage limited or no digital communication outside of school hours.

Tips for supporting students:

- Provide students with access to school counselors and nurses.
- Designate time for creating relationships and community online and in person.
- Offer times and platforms for teachers and students to connect personally and informally, whether one-on-one or in small groups.
- Designate at least one school member who will cultivate and maintain a close relationship with each student.
- Develop shared experiences during the school day, such as shared school lunches, read alouds, or brain breaks.
- Create spaces for students to share themselves and their identities with their peers. Online, these spaces could be a class website, a shared posting board such as Padlet or Google Jamboard, or discussion post.
- Establish consistent routines for students in order to facilitate learning, decrease stress, and develop students' self-regulation while providing flexibility for those students who need it.
- Include breaks in the routine that help students to get away from computer screens.
- Plan both formal and informal connections between students and their peers throughout the year. This can include small group work and building formal partnerships, but teachers can also provide optional engagement activities without content learning goals to focus on social and emotional learning.
- Create systems for students to share their questions, comments, and concerns with regards to instruction and social and emotional well-being.
- Provide opportunities for students to connect with other classrooms locally and across the globe.
- If you are teaching online, consider:
    - Connecting with students before the school year begins. This could include asking students to create a shared board with their favorite things or a short, personalized video message.
    - Planning activities that will help students to connect with their classmates (e.g., discussion boards or small group conversations based around interest, online icebreaker games).
    - Developing rules and norms for learning as a class.

Guiding Questions

- Have you identified timing and scheduling expectations for student learning? How will the accuracy of timing and scheduling be assessed and adjusted?
- Is there a digital classroom/learning management system to manage content and resources? Who is using it now and what is needed to ramp up for all teachers and content areas?
- What digital learning tools and resources (curriculum, applications, software, etc.) are currently used within the school or district? Which of the resources are successful and should be scaled? What, if any, new tools or resources need to be identified and purchased?
- How will students receive the logins, scaffolding, and curriculum they need to engage in digital learning?
- How will students be assessed and graded? Have these expectations been communicated with teachers, students, and families?
- Has the digital learning leadership team developed or updated policies regarding student-to-student and student-to-teacher interactions online? (Consider questions like, can teachers be alone on a video call with students? Can two students be alone on a video call together? Can a small group of students be alone on a video call with each other? Can teachers text students or families about assignments and work?)
- Have you developed a plan for building community between students in the classroom and with families?
- How will you provide students and families with resources connecting them to social-emotional health and well-being?
- How are learners included in the process of developing expectations and protocols for digital learning to promote ownership and responsibility?
- What resources are available to support the emotional well-being of teachers?
- Are the teaching and learning expectations equitable for students with varying home situations?

Digital Promise. 2020, July, 14. Digital Learning Playbook: Teaching with Digital Learning Tools. https://digitalpromise.org/online-learning/digital-learning-playbook/teaching-with-digital-learning-tools/

The Technology Integration Matrix
Table of Summary Descriptors

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal-directed. These characteristics are associated with five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. Together, the five characteristics of meaningful learning environments and five levels of technology integration create a matrix of 25 cells, as illustrated below.

LEVELS OF TECHNOLOGY INTEGRATION → / CHARACTERISTICS OF THE LEARNING ENVIRONMENT ↓	ENTRY LEVEL	ADOPTION LEVEL	ADAPTATION LEVEL	INFUSION LEVEL	TRANSFORMATION LEVEL
	The teacher begins to use technology tools to deliver curriculum content to students.	The teacher directs students in the conventional and procedural use of technology tools.	The teacher facilitates the students' exploration and independent use of technology tools.	The teacher provides the learning context and the students choose the technology tools.	The teacher encourages the innovative use of technology tools to facilitate higher-order learning activities that may not be possible without the use of technology.
ACTIVE LEARNING Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	**Active Entry** Information passively received	**Active Adoption** Conventional, procedural use of tools	**Active Adaptation** Conventional independent use of tools; some student choice and exploration	**Active Infusion** Choice of tools and regular, self-directed use	**Active Transformation** Extensive and unconventional use of tools
COLLABORATIVE LEARNING Students use technology tools to collaborate with others rather than working individually at all times.	**Collaborative Entry** Individual student use of technology tools	**Collaborative Adoption** Collaborative use of tools in conventional ways	**Collaborative Adaptation** Collaborative use of tools; some student choice and exploration	**Collaborative Infusion** Choice of tools and regular use for collaboration	**Collaborative Transformation** Collaboration with peers, outside experts, and others in ways that may not be possible without technology
CONSTRUCTIVE LEARNING Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.	**Constructive Entry** Information delivered to students	**Constructive Adoption** Guided, conventional use for building knowledge	**Constructive Adaptation** Independent use for building knowledge; some student choice and exploration	**Constructive Infusion** Choice and regular use for building knowledge	**Constructive Transformation** Extensive and unconventional use of technology tools to build knowledge
AUTHENTIC LEARNING Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	**Authentic Entry** Technology use unrelated to the world outside of the instructional setting	**Authentic Adoption** Guided use in activities with some meaningful context	**Authentic Adaptation** Independent use in activities connected to students' lives; some student choice and exploration	**Authentic Infusion** Choice of tools and regular use in meaningful activities	**Authentic Transformation** Innovative use for higher-order learning activities connected to the world beyond the instructional setting
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	**Goal-Directed Entry** Directions given; step-by-step task monitoring	**Goal-Directed Adoption** Conventional and procedural use of tools to plan or monitor	**Goal-Directed Adaptation** Purposeful use of tools to plan and monitor; some student choice and exploration	**Goal-Directed Infusion** Flexible and seamless use of tools to plan and monitor	**Goal-Directed Transformation** Extensive and higher-order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida, College of Education. For more information, example videos, and related professional development resources, visit **http://mytechmatrix.org**.

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