Purpose of this Document

Greenwich Public Schools (GPS) is committed to providing teachers, administrators, staff and students with tools that are implemented with fidelity to achieve the outcomes of the GPS Strategic Plan. This document communicates the district’s comprehensive approach to annually selecting, implementing with fidelity, and evaluating digital applications and resources for the GPS Digital Toolbox. This SOP was created in collaboration with the Digital Learning Advisory Committee (DLAC) and approved through the Digital Learning Environment Steering Committee (DLE SC) which has members from the Office of Curriculum, Instruction and Professional Learning (CIPL), Department of Information Technology (IT), the Director of Communications, the Deputy Superintendent, and five principals representing all school levels.

Digital Toolbox Definition

The Digital Toolbox is a list of applications, communication tools, and digital resources consistently used and supported throughout the district. The Digital Toolbox is organized by grade band level (elementary, middle and high school) and will be provided on each 1:1 digital device. The devices are iPads for grades preK-5 and Chromebooks for grades 6-12. The list of digital tools and resources in the Digital Toolbox is published on the GPS website’s DLE page.

The Digital Learning Advisory Committee (DLAC), a district-wide committee formed to give teachers voice into the selection of digital tools, clarified the following reasons for a GPS Digital Toolbox:

1. Addresses concerns for student digital safety and compliance with student data privacy laws by having central review of all digital tools
2. Ensures equity among and within schools so all students have access to outstanding digital educational resources
3. Prioritizes professional development needs so teachers can use district-provided resources effectively
4. Creates a structure through which best practices in the use of digital tools can be identified and shared
5. Maximizes the district’s investment in digital resources, provides user support as efficiently as possible, and reduces the burden of teachers in implementing each digital resource (e.g., rostering a class of students is most efficiently done by the central office)

Digital Toolbox applications are chosen through a structured evaluation process and rubric (described below) to identify the applications that improve the efficiency and/or effectiveness of educational tasks for teachers and/or students. While the Digital Toolbox includes applications that have been used successfully in the classroom using the GPS Digital Tool Request Form. In addition, the District has identified the top “power tools” for each grade level band. DLE professional learning and support will focus on the grade band “power tools.” GPS teachers are expected to develop beginning to advanced proficiency for the applications recommended for their subject areas and/or grade levels.

The DLE Digital Toolbox also identifies the digital tools that parents will need to install or allow students to access on their home devices if they opt out of having their child use a device, and if that digital tool is
used by a class. In addition, the Digital Toolbox identifies the district-approved digital communication and operational tools that administrators and certified staff are permitted to use. Most of these applications are free, web-based or available through subscription services.

**How to Request a Digital Tool**

To propose an additional resource for the Digital Toolbox, administrators and certified staff should submit a request by completing the [GPS Digital Tools Request form](http://tinyurl.com/z36cnjm). Users should refer to the GPS DLE Digital Toolbox to ensure that the requested digital resource or tool is not already in the Digital Toolbox.

There are two steps to request a digital tool through the GPS Digital Tools Request Form:

**Step 1. Innovation Trial**

Trial of innovative digital tools is encouraged. If certified staff want to test a tool, they should complete Part I of the [GPS Digital Tool Request Form](http://tinyurl.com/z36cnjm). To ensure the protection of students and staff, requests for use of new digital tools must be submitted through this form. The first step is a request for trial use. Requests must be submitted by the 15th of each month to be eligible for approval within four weeks. Upcoming deadlines are:

**SY2016-17:**

February 15, 2017  
March 15, 2017  
April 15, 2017

**SY2017-18:**

September 15, 2017  
October 15, 2017  
November 15, 2017  
December 15, 2017  
January 15, 2018  
February 15, 2018  
March 15, 2018  
April 15, 2018

Staff should be aware of the legal requirements of all privacy laws which are described in the GPS Authorized Digital Resources and Communication Channels Memo. Teachers can view all Innovation Trial requests submitted throughout GPS and the current approval status at [this link](http://tinyurl.com/z36cnjm). Please note that Innovation Trial resources will be removed from student devices at the end of each school year, but can be requested for use again in the next school year through this process, prior to moving to Step 2.

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Step 2. Digital Toolbox

Innovative digital tools that have been found successful in the classroom should be submitted for district-wide use as part of the Digital Toolbox. Requests may be made through the annual Digital Toolbox review process by completing Parts I and II on the GPS Digital Tool Request Form. Requested digital tools are evaluated by district administrators. These submissions for SY2017-18 were due on December 5, 2016. New requests are due by December 8, 2017 and will be considered for March 2018.

Student Data Privacy Laws

Staff should be aware of the legal requirements of all privacy laws, including the Family and Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), and Connecticut Public Act 16-189, titled “An Act Concerning Student Data Privacy.”

Please note that compliance with Connecticut Public Act 16-189 requires enhanced protection of student data. Districts MUST enter into a contract with a contractor or operator (e.g., website) any time that district shares a) student information; b) student records; or c) student-generated content. Please note that while we continue to encourage teachers to explore and experiment with digital tools and resources that they feel will enhance instruction, if there is ANY uncertainty with regard to whether a resource intended for student use meets the requirements of privacy laws, those resources should be requested and approved through this process PRIOR to their classroom use.

All digital tools must be determined by IT to adequately protect student data. In addition, GPS Program Coordinators need to be aware of tools being used in their program area to ensure a uniform quality of program resources, answer parent questions, suggest alternative digital tools, and to stay abreast of innovation in the classroom.

DLE Roles and Responsibilities

Digital Learning Advisory Committee (DLAC)
DLAC comprises 15-20 teachers and IT administrators whose purpose is to provide intellectual and practical insight to Greenwich Public Schools on integration of the Digital Learning Environment (DLE). As part of the Digital Toolbox process, DLAC has invited the Program Coordinators to join the group to participate in Digital Toolbox discussion. The Program Coordinators will provide DLAC with recommendations for review and discussion at the December and January DLAC meetings. Through this process, the Program Coordinators will submit a final recommended list to the Assistant Superintendent for CIPL, who will review and provide a final approved list to the DLE Steering Committee for each subsequent Digital Toolbox release.

Program Coordinators

Revised as of January 10, 2017
There are Program Coordinators in the following areas:

- Humanities
- STEM
- Advanced Learning Facilitator
- ELL
- World Languages
- Library Media Services
- The Arts
- Special Education and Assistive Technology

The Program Coordinators provide subject-area expertise on applications, websites and assessments. All applications and digital resources should be aligned with the GPS curriculum standards and assessments and listed under the Digital Resources section of the Curriculum Maps. The Coordinator of Library Media Services will accept teacher and administrator digital tool recommendations through the Digital Tool Request Form and route them to the appropriate Program Coordinator. Program Coordinators will then review teacher-submitted recommendations, current Digital Toolbox curriculum-based apps, and any of their own newly recommended apps. The Program Coordinators will work closely with the Curriculum Council and DLAC to arrive at a final list of district-recommended applications, with Program Coordinators having final authority over the applications within their subject areas. Library Media Services will have final authority for productivity applications.

The Program Coordinators will collaborate with each other to create a final list of recommended digital tools and send that list to the Assistant Superintendent of Curriculum, Instruction and Professional Learning (CIPL) for review. The Asst. Superintendent will then submit the list of apps to the Digital Learning Environment Steering Committee (DLE SC).

Purchase orders for curricular area resources will be issued by the appropriate Program Coordinator. Non-subject specific digital tool purchase orders and Volume Purchasing Plan (VPP) purchases for iPad apps will be placed by the Coordinator of Library Media Services (e.g., Schoology, Nearpod, Educreations). The Business Office will append a contract addendum that complies with CT Public Act 16-189 to protect student data privacy.

Digital Learning Environment Steering Committee (DLE SC)

The DLE SC is a governance steering committee that makes decisions in curricular, professional learning, financial, technical, communications, project management and program evaluation, and school level operational areas. The DLE SC is responsible for approving the final proposed DLE Digital Toolbox each year. The review of resources is to be based upon a district-wide consideration of the alignment of each proposed resource with each of the following:

- Budgetary Priorities across departments including CIPL, Communications, Media, and Technology – potential offsets may be identified by analyzing budgets organization-wide (across departmental and site-based budgets) and a sustainability plan must be developed;

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• Departmental Procedures/Practice - including TEPL, Curriculum Council, Professional Learning, the Comprehensive Assessment System (CAS), Response to Intervention (RTI), the Acceptable Use Procedure, Data Privacy laws (e.g., FERPA, CT 16-189), Technology, Support, and Communication;
• Program Evaluation of each resource to ensure that 1) resources are implemented with fidelity; and 2) resources achieve their stated goal in a way that aligns with the GPS Strategic Plan outcomes (i.e., Student Academic, Student Wellbeing, and Stakeholder Satisfaction outcomes);
• The Project Management Plan of the DLE, which must align with the procurement, implementation, and evaluation of each proposed resource.

Information Technology (IT)
IT will be responsible for conducting a review and providing approval of all recommended additions to the Digital Toolbox using the DEAR rubric for technical compatibility and application data security. In addition, the Research Department will evaluate compliance with CT 16-189 and work with the Program Coordinators to develop standard reports on the usage and effectiveness of the applications.

GPS Teacher and Administrators
GPS teachers and administrators can recommend applications for the Digital Toolbox by completing the GPS Digital Tools Request Form at this link.

Digital Toolbox Evaluation Process
1. For SY2016-17, the Program Coordinators have identified the applications within their core content areas and for which they have identified funds. These apps and those previously selected by the Digital Learning Advisory Committee (DLAC) and the CIPL office are included in Release 3.0 of the Digital Toolboxes.

2. For SY2017-18, Release 4.0 of the Digital Toolbox will be developed by Program Coordinators in collaboration with CIPL, the Curriculum Council, DLAC and the DLE SC (roles for these groups are defined below) and with openness to recommendations from the GPS teacher and administrator community.

3. GPS teachers will be asked to submit any additional digital tool recommendations using the updated Digital Tools Request Form to the Program Coordinators by December 5. The LMS Program Coordinator will sort the list by subject area and forward to the appropriate Program Coordinators by December 6.

4. The Program Coordinators will review the teacher recommendations, current curricular-based apps, and any new potential applications using the rubric in the GPS Digital Tools Request Form and submit an updated list to the Curriculum Council (which meets on December 12) and IT by December 8.

5. IT will be responsible for conducting a review and providing approval of all recommended additions to the Digital Toolbox for technical compatibility and application data security.

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6. In December and January, the Program Coordinators and DLAC will conduct an annual review of the Digital Toolbox applications and will submit a proposed Release 4.0 Digital Toolbox organized by grade level (elementary, middle and high school) and category of use to the Assistant Superintendent of CIPL and by January 30, 2017. These DLAC meetings will occur on December 15, 2016 and January 19, 2017.

For all current power applications and new applications, a use case must be provided by the person recommending the digital tool and validated by the appropriate Program Coordinator:

a. A use case (see samples below for Educreations, Nearpod, iMovie and Google Docs) must be developed for each application to identify how the application will be used in the classroom to improve the efficiency and/or effectiveness of educational tasks. A use case provides an example of how the application is used in the classroom and describes in a few sentences how the application improves teaching and learning. The application should not substitute what could be done on paper or in person, but provides the ability to perform better or new ways of teaching and learning or dramatically enriches current methods of instruction.

b. The use cases will be incorporated into DLE professional learning and also used to provide parents with examples of how the applications are used in the classroom.

c. All applications and digital resources should be aligned within the GPS curriculum standards and listed under the Digital Resources section of the Curriculum Maps.

7. In addition to the annual Digital Toolbox review, the new Innovation Trial process will be announced to all staff in January, with the first submissions due February 15, 2017.

8. The Assistant Superintendent of CIPL will request any recommended changes and present the final Digital Toolbox recommendations to the DLE SC by February 14.

9. The DLE SC will vote to accept the Digital Toolbox on February 21. This decision will be communicated to the Networks in the DLE SC Network Communications. Teachers will be notified of the decisions on their recommendations.

10. Any free applications or applications for which funds are available will be distributed on or before March 30 with an e-mail update noting the new applications sent to all staff.

11. The final Digital Toolboxes will be translated into the Digital Implementation Guides for distribution to all GPS stakeholders by June 2017.

12. Purchase orders for curricular area resources will be issued by the appropriate Program Coordinator. Non-subject specific digital tool purchase orders and Volume Purchasing Plan (VPP) purchases for iPad apps will be placed by the Coordinator of Library Media Services (e.g., Schoology, Nearpod, Educreations).

13. Going forward, any teacher will be able to recommend an application for the DLE Digital Toolbox using the Digital Tools Request Form on a rolling basis (see schedule above). All application requests

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must include a use case as shown below. The applications will be accepted by the Coordinator of Library Media Services who will present the applications to the Program Coordinators. Annually, the process for finalizing the DLE Digital Toolbox by school level will follow the steps above starting with step #1 in December.

14. Research, (in coordination with the appropriate Program Coordinator, and with support from procurement as needed), will review the terms of service for each application to clarify use in the classroom, will document the number, type and term of licenses, and will document the rostering procedures and user account credentials (standardized for Google Single-Sign-On where possible).

15. The Office of the CIO will work with the Program Coordinators to develop standard reports on the usage and effectiveness of the applications.

**Applicable Federal and State Laws and District Policies and Procedures**

Please note that this process has been designed to comply with the following federal and state laws and districts policies and procedures:

- **Internet Privacy Act** - CT 16-189
  
  - Boards of education are required to enter into a written contract with a contractor any time such board of education shares or provides access to student information, student records, or student-generated content.
- **Family Education Rights and Privacy Act (FERPA)**
  
  - FERPA protects the privacy of student education records.
- **Freedom of Information Act (FOIA)**
  
  - FOIA is a law that gives you the right to access information from the federal government. It is often described as the law that keeps citizens in the know about their government.
- **Children’s Internet Protection Act (CIPA)**
  
  - CIPA addresses concerns about children's access to obscene or harmful content over the Internet.
- **Children’s Online Privacy Protection Act (COPPA)**
  
  - COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age.
- **Greenwich Public Schools Technology Policies and Related Procedures (EO45)**

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**Innovation Trial Process**

1. Certified staff complete the [Digital Tools Request Form](#) (Part I). Requests must be submitted by the 15th of each month to be eligible for approval by the last day of each month.

2. LMS Coordinator confirms receipt of request within one week with a link to the [Digital Tools Request Form Spreadsheet](#) so the requestor can keep track of the status of their request, and routes the request to the appropriate Program Coordinator (instructional-based resource) or Director of Communications (communications resource), Research Manager, and the CIO.

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3. The Program Coordinator reviews the request as per below and enters a decision with justification into the Digital Tools Request Form Spreadsheet
   a. Whether the tool and its use case meet an educational need and the quality standards of their Program Area
   b. Whether alternative existing tools are available to consider
   c. If a teacher is requesting a paid digital tool, the Program Coordinator will consult with the Research Manager on terms of service, get a quote and if approved, have their Administrative Assistant enter a PO
4. The CIO, or designee reviews the request as per below and enters a decision with justification into the Digital Tools Request Form Spreadsheet
   a. Ensure compliance with the Connecticut State Law (Public Act 16-189)
   b. Ensure compatibility with operating system standards
5. The Research Manager reviews the request as per below and enters a recommendation into the Digital Tools Request Form Spreadsheet with suggestions on how staff should track/assess the:
   a. Terms of service (in consultation with the Program Coordinator)
   b. Fidelity of implementation (usage)
   c. Impact on summative benchmark assessment
   e. Qualitative impact
6. The Coordinator of Library Media Services notifies all applicants of approval or denial of proposal by the close of business each month.
7. The Curriculum Council reviews the data from each requested Innovation Trial digital tool monthly to monitor and follow-up with teacher and student experience with approved Innovation Trial digital tools:
   ● Director of IT (as needed)
   ● Research Manager (as needed)
   ● Coordinator of Library Media Services
   ● Coordinator of ELA/Social Studies
   ● Coordinator of Math/Science
   ● Coordinator of Music/Art
   ● Coordinator of Sped
   ● Coordinator of World Languages
   ● Assistant Superintendent of CIPL (also Program Coordinator for Health/PE)
8. The Technical Support Manager implements approved digital resources for grades K-8 by the last Friday of each month, contingent upon their approval at least 1 week in advance.

**EXHIBIT: DLE Digital Tools Request Form (See online form to apply)**

1. What is your name and position? *
2. What is your school? *
3. What is the name of the digital tool you are recommending? *

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4. Please add the company who makes the digital tool if it is not the same name as the digital tool.

5. Content area(s) you are recommending this digital tool for or select non-content specific (check all that apply). *
   - Math
   - English Language Arts
   - Science
   - Social Studies
   - Art
   - Music
   - Physical Education
   - Assistive Technology
   - Technology Education
   - Health
   - World Language
   - Classroom Management
   - Cross-Curricular
   - q Communication
   - q Other:

6. Please provide a brief description of the functionality of this digital tool.

   Example: Schoology - A digital classroom where teachers organize, share, and deliver digital instructional content, including assignments, homework and assessments.

7. Please describe how this digital tool is used in the classroom to improve productivity and/or enhance teaching and learning. *

   An example use case for Educreations: Teacher records teaching exponents and solving exponential math problems (flipped classroom/personalization of learning). The teacher records herself solving a math problem so students can remember how the problem was solved and replay it step by step, hearing his/her teacher’s voice explaining the steps. Students who need more time and repetition to learn these skills have easy access to instruction. [https://www.educreations.com/lesson/view/exponent-rules/336542/](https://www.educreations.com/lesson/view/exponent-rules/336542/)

8. Technical Compatibility and Data Security (please check both boxes). *
   - I understand that the Information Technology Department (IT) will evaluate my digital recommendation for compatibility with the latest operating systems of the iPad and Chromebook.
   - I understand as of October 1, 2016 a new Connecticut State Law (Public Act 16-189) requires additional protection of student data. All digital tools must be determined by IT to adequately protect student data.

Innovation Trial requestors STOP HERE. You do not need to complete Section II

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All requests for adding digital tools to the Digital Toolbox must be submitted by answering questions 9, 10 and 11 below. The digital tool does not have to meet all DEAR criteria for the digital tool to be accepted. These submissions were due on December 5, 2016 for release in March 2017. New requests will be considered for March 2018.

9. Digital Tool Usability

- Digital tool demonstrates ease of use of navigation features and menus
- Digital tool provides easy, automated way to roster and register users (ideally syncs with Google SSO)
- Digital tool has text, video and audio options that can be turned on/off
- Digital tool allows for integration with Schoology
- Digital tool allows for importing of content such as photos, and graphics
- Digital tool has bilingual options
- Digital tool provides a help/support page
- Digital tool is ad-free
- Digital tool is free (if you are recommending a paid digital tool, the digital tool will require additional approval by the Program Coordinator responsible for the subject area; digital tools not specific to a subject area are approved by Library Media Services)
- Other:

10. Content Area Alignment and Support (digital tool teaches knowledge and/or skills for a specific subject area such as, math, science, English Language Arts, art)

- Digital tool aligns to a core academic or behavioral area
- Digital tool aligns to state and national standards
- Digital tool provides you with student progress updates (e.g., usage, embedded notification, dashboard, reports)
- Digital tool provides school to home communication options (e.g., a parent dashboard)
- Digital tool provides an embedded assessment tool to measure student progress (if applicable)
- Other:

11. Improved efficiency and effectiveness: How does this digital tool save you time or help you be more effective? Please describe expected improvements in your use case.

- The digital tool has been proven to improve student performance based on a rigorous analytic study (include citation in use case)
- The digital tool improves the speed of an instructional task (e.g., Schoology’s exit slip on-line assessment versus asking students individually what they learned in class that day).
- The digital tool improves the effectiveness of an instructional task (e.g., Newsela providing just-right reading material to each student).

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The digital tool improves the speed of a student learning task (e.g., posting of class notes instead of students typing them).

The digital tool improves the effectiveness of a student learning task (e.g., more engaging “Do now” activity, game-based skills practice like Socrative, assessment of skill mastery).

The digital tool enables a new effective instructional task that was not previously possible (e.g., screen recording and playback, desktop publishing, eBook creation)

Other:

Use Cases

A use case must be developed for each application to identify how the application will be used in the classroom to improve the efficiency and/or effectiveness of educational tasks. A use case provides an example of how the application is used in the classroom and describes in a few sentences how the application improves teaching and learning. The table below describes how five power applications improve the efficiency and/or effectiveness of instructional tasks. Classroom examples for each application are provided below the table.

Example Power Applications:
How They Improve the Efficiency/Effectiveness of the Teacher and Student Tasks

<table>
<thead>
<tr>
<th>Digital tool</th>
<th>Task</th>
<th>Pre-DLE or Current Process</th>
<th>Improved Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safari and Chrome</td>
<td>Find resources/conduct research</td>
<td>Students physically browse the book collections in classrooms and the Library Media Center or conduct online searches from computer labs.</td>
<td>Internet search engines enable teachers and students to quickly and effectively find a broad range resources to support their learning.</td>
</tr>
<tr>
<td>Schoology</td>
<td>Organize, store, retrieve, share resources</td>
<td>Students copy homework from the Whiteboard/chalkboard into their notebooks and store resources in paper folders.</td>
<td>Provide a digital classroom where teachers and students can easily organize, store, quickly retrieve, and share online class materials.</td>
</tr>
<tr>
<td>Google Apps</td>
<td>Collaborate simultaneously on class</td>
<td>Students physically gather around one person’s desk while s/he types or</td>
<td>Provide a collaborative digital workspace where students can</td>
</tr>
<tr>
<td>software</td>
<td>description</td>
<td>benefits</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>work/assignments</td>
<td>handwrites each person’s contributions into one document. This document must be photocopied or hand copied to share among all participants.</td>
<td>simultaneously contribute to documents, spreadsheets, and presentation slides to complete group projects. Work is automatically saved and all edits are tracked by contributor. Groups can engage in online threaded discussions which stimulates dialog and helps shy students more easily contribute.</td>
<td></td>
</tr>
<tr>
<td>Newsela</td>
<td>Provide students material at their “just right” level and more quickly assess mastery of reading comprehension skills by student and class</td>
<td>The teacher combs through articles to find ones that match the reading levels within her class. The teacher makes photocopies of news articles and hand distributes them. The teacher creates separate quizzes to test for mastery of standards, photocopies and distributes them. The teacher hand grades each quiz and inputs the results into a summary table where s/he can assess trends. An online repository of current news articles that can be easily calibrated to a students’ reading level, enables teachers to more quickly provide students with access to current news articles at their “just right” reading level and saves teachers time on assessing all students by providing embedded assessments in each article with dashboard reporting that provides actionable information on which standards students are struggling with.</td>
<td></td>
</tr>
<tr>
<td>Educreations</td>
<td>Easily record videos of teaching and learning to enable self-paced replay for enhanced understanding</td>
<td>There is no non-digital easy way to record teaching/learning activity. An alternative digital tool is the video camera of a device with editing of the video occurring in iMovie or An digital tool that allows the user to record themselves narrating activity occurring on the screen of their device to produce video lessons. The videos can be easily</td>
<td></td>
</tr>
</tbody>
</table>
WeVideo.

Edited and replayed. Teachers use this digital tool to record mini-lessons that students can replay at their own pace. Students record themselves solving problems to more easily identify errors in their thinking when they replay their recording.

Use Cases: Classroom Examples

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**Educreations:** A “recordable, interactive whiteboard application that captures voice and handwriting to produce video lessons. Educreations hosts these lessons online, where they can be shared publicly or with a private group. Students and teachers from around the world can replay the video lessons in any web browser, or from within the iPad digital tool.” (Source: [http://www.newschools.org/news/educreations](http://www.newschools.org/news/educreations)).

Use Case #1: Teacher records teaching exponents and solving exponential math problems (flipped classroom/personalization of learning)

- The teacher records herself solving a math problem so students can remember how the problem was solved and replay it step by step, hearing his/her teacher’s voice explaining the steps. Students who need more time and repetition to learn these skills have easy access to instruction.

Use Case #2: Science - 5th grade student creates a video presentation on dissection of owl pellets

- In this funny 1 minute video a student writes a script about a science project about what owls eat based on dissection of an owl pellet. Student skills demonstrated included writing of a script, informational writing, documentation of evidence, scientific experimentation, and mastery of digital literacies including capturing of the experiment using photography and narration of the presentation using the video and audio capabilities of Educreations.
- [https://www.educreations.com/lesson/view/5a-t-6-owl-pellets/8496577/?s=qVL4Ce&ref=link](https://www.educreations.com/lesson/view/5a-t-6-owl-pellets/8496577/?s=qVL4Ce&ref=link)

Use Case #3: Physical Education teacher shows offensive basketball strategy (flipped classroom/personalization of learning). This video could be a complementary tool to reinforce the underlying strategy after physically teaching it to students during class.


**NearPod:** “For classrooms with access to mobile devices, PC's, Chromebooks or Macs, Nearpod is a complete solution to manage what everyone sees on their screens. With Nearpod, teachers can create and download interactive multimedia presentations, share content and assessments in real time, monitor classroom activity, and easily control students' devices.”

Use Case #1: Teacher has created 50 minute presentation for 5th/6th graders on Ancient Rome that provides multi-media content with built-in interactive polls and activities where students discuss as partners and then respond to open-ended questions on their mobile device. The teacher can monitor student learning in class and pick student responses to share with the class.

- [https://app.nearpod.com/#/?&library_preview=d1422e5538587d72e8ff1e4185e4675-0](https://app.nearpod.com/#/?&library_preview=d1422e5538587d72e8ff1e4185e4675-0)

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iMovie and Google Docs:
Use Case #1: 4th Grade Social Responsibility Unit. Students created a one minute public service announcement (PSA) to convince viewers to ban smoking at Greenwich public beaches. Students researched oceanography using quality online resources from subscription databases, discovery video, selected print and eBooks. Students wrote their script using Google Docs collaboratively - getting feedback from teachers and peers. Students communicated their findings by choosing the best medium for the message, in this case, synthesizing information into a multimedia, persuasive video.

·  http://bit.ly/18N8rax