Welcome to

An Arizona First: The New Galileo® Digital Curriculum Platform in Action

Co-Hosted by

K-12 Seminar
November 14, 2016

Welcome and Opening Remarks

Camille Casteel, Ed.D.
Superintendent
Chandler Unified School District

Assessment Technology Incorporated

Introductions

Jason K. Feld, Ph.D.
Vice President of Corporate Projects
Assessment Technology Incorporated

The Galileo Digital Curriculum Platform: Technology Supporting Arizona Educators in the Digital Age

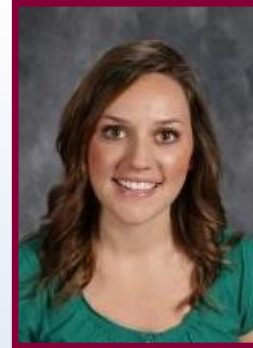**Sarah Callahan Estrada, Ph.D.**
Senior Research Scientist
Assessment Technology Incorporated

Galileo K-12 Online in Chandler Unified School District

Janice Bourbon
Academic Coach
Chandler Unified School District

Amber Childers
Assessment Specialist
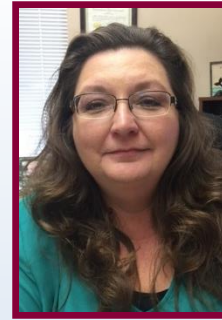Chandler Unified School District

Cristen Marceau
Instructional Technology
Chandler Unified School District

AZ Round Table Panel – Goals, Challenges, Solutions, and Next Steps

Matt Strom, Ed.D.
Assistant Superintendent
Chandler Unified School District

Renee Sweeden
Director of Curriculum
Chandler Unified School District

Tara Guerrero
District Math Coordinator
Crane Elementary School District

Mike Hoffman, Ed.D.
Director of Curriculum, Instruction, and Technology
Crane Elementary School District

AZ Round Table Panel – Goals, Challenges, Solutions, and Next Steps

Dennis Koch
Director of Assessment and Data
Maricopa Unified School District

Wade Watson
Director of Curriculum and Instruction
Maricopa Unified School District

The Galileo Digital Curriculum Platform: Technology Supporting Arizona Educators in the Digital Age

Presented by Sarah Callahan Estrada, Ph.D.

Senior Research Scientist

Assessment Technology Incorporated

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The Galileo Digital Curriculum Platform

Technology Supporting Arizona Educators in the Digital Age

Presented by

Sarah Callahan Estrada, Ph.D.

Senior Research Scientist

Assessment Technology Incorporated

# Why Implement a Digital Curriculum Platform?

➤ **Curriculum developers** desire robust technology to build standards-aligned units including quality digital content

➤ **Educators** desire a digital hub to collaborate, plan, and access standards-based curriculum, instructional, and assessment content

➤ **Students** desire online instructional materials and information about their progress to help them learn

➤ **Parents** desire easy digital access to curriculum, resources, and information about student progress to help support student learning at home

Overview- The Galileo Digital Curriculum Platform

➢ Enables rapid development and use of multi-media digital curriculums, units, lesson plans, instructional materials, and assessments

➢ Supports Arizona standards alignment in all grades and content areas

➢ Fully integrated and included at no additional cost with broader Galileo K-12 Online assessment and reporting system

Instruction

Curriculum

Digital Curriculum Platform

Assessment

Reporting
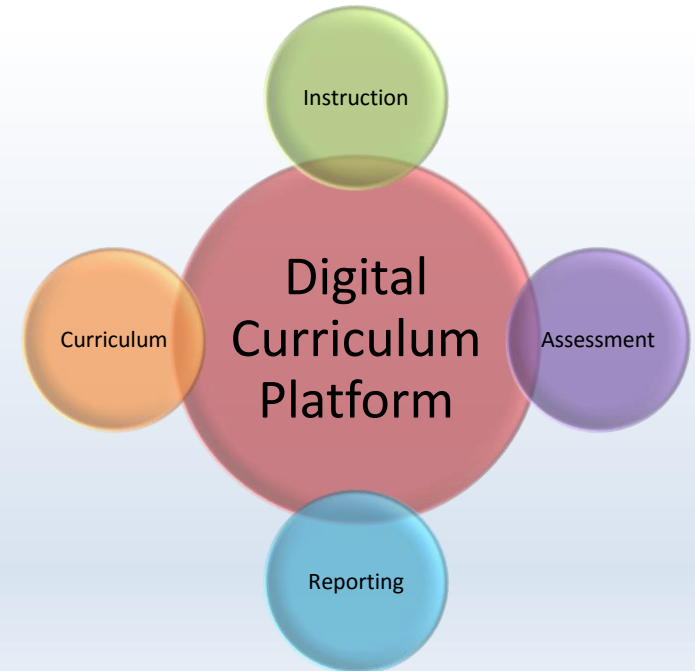
➢ Built on the foundation of the ATI research and development program

➢ Developed in collaboration with educators across Arizona

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Innovative Builder Tools for the Digital Age

Digital Curriculum Builder

Create a series of online units representing a course or pacing guide and including vetted digital instruction and assessment resources

Lesson Plan Builder

Organize digital content to plan instruction and assessment for a topic
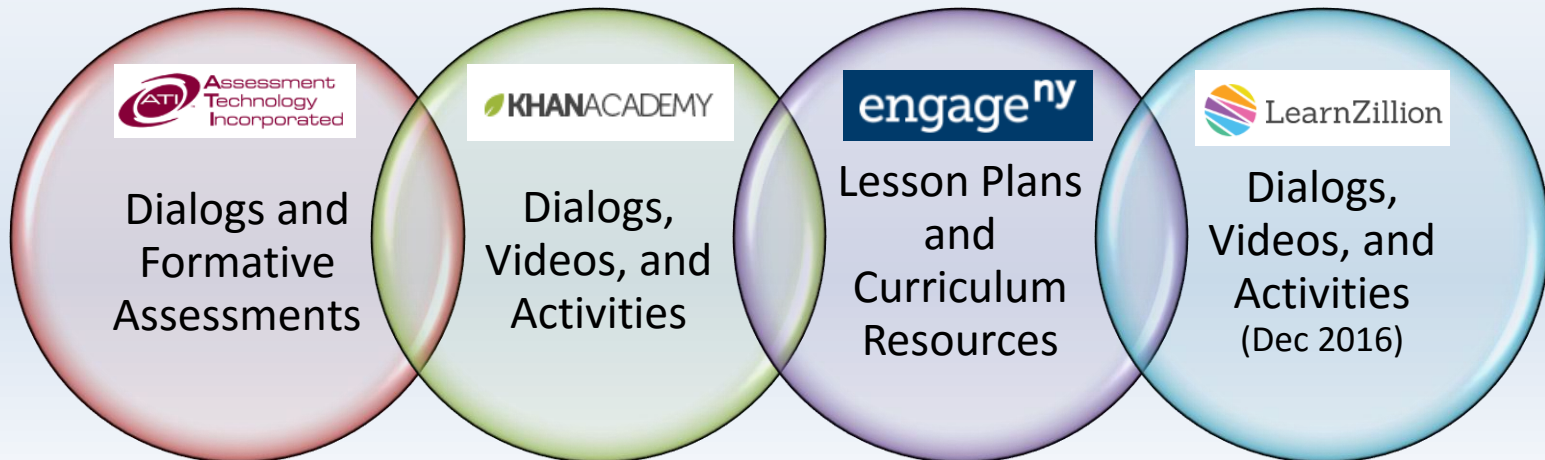
Dialog Builder

Create online interactive multi-media lessons and assignments integrating instruction, assessment, and teacher-student communication

Builders Support Integration Of:

- Slides organizing content (text, images, videos)

- Standards

- Instructional materials

- Assessment content

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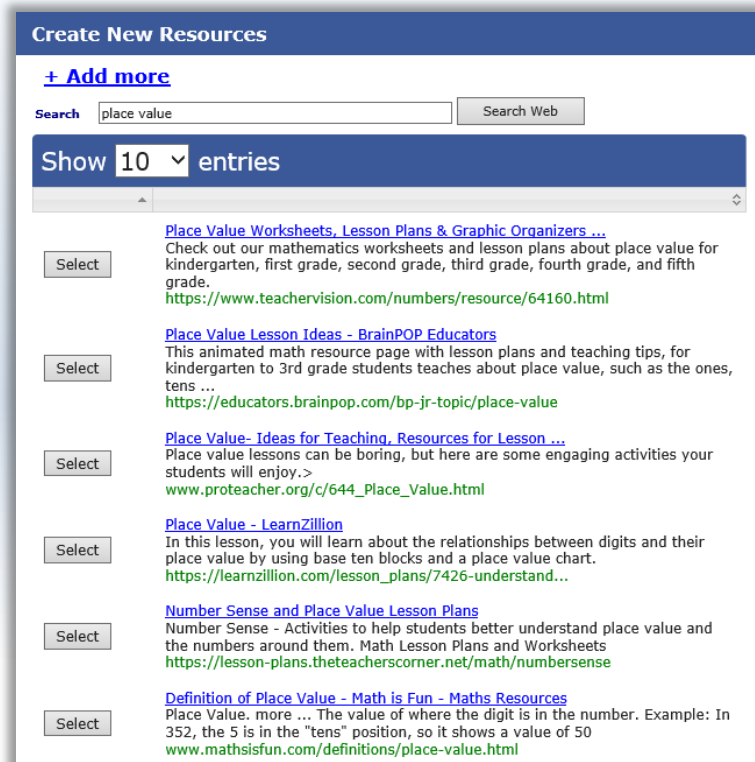
Valuable Digital Content at Your Fingertips

A continually growing searchable bank of vetted Arizona standards-aligned instruction and assessment materials

Assessment Technology Incorporated — Dialogs and Formative Assessments

KHAN ACADEMY — Dialogs, Videos, and Activities

engage ny — Lesson Plans and Curriculum Resources

LearnZillion — Dialogs, Videos, and Activities (Dec 2016)

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Rapid Integration of Existing and New Content

Resource Builder supports integration and sharing of weblink or file resources purchased, identified, or created by the District

Easy Sharing of Materials with All Stakeholders

- ➤ **Curriculum Viewer-** Disseminate curriculum units to teachers for review and use in building lesson plans

- ➤ **Class Calendar and Bulk Scheduler-** Rapidly schedule units, lesson plans, Dialogs, and assessments in real-time

- ➤ **K-12 Student-Parent Center-** Provide access for students and parents to lessons, assignments, assessments, and results for all courses over multiple school years

- ➤ **Student Files Feature-** In the Center, submit student work from <u>Google Drive</u> or student computer for teacher review (Dec 2016)

K-12 Student-Parent Center

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Benefits of the Galileo Digital Curriculum Platform

➤ **Integration of Instruction and Assessment**
Align assessment to curriculum and instruction, then use results to guide next instructional steps

➤ **Measurement of Instructional Impact**
Determine what works by measuring what has been taught as well as what has been learned

➤ **Flexibility and Sustainability**
Update and enhance curriculums in real-time to accommodate changing needs

➤ **A Single Digital Hub**
House all your curriculum, instruction, and assessment materials in one web-based system accessible anywhere anytime

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Upcoming Digital Curriculum Platform Projects

Project	Target Date
Lesson Plan Viewer and Print Capability	December 2016
Learnzillion Integration	December 2016
Student Center File Submission (Google Drive)	December 2016
Dialog Builder and Dialog Viewer Redesign	January 2017
Teacher-Student Communication (Message Board)	March 2017
Dialog Monitoring Update	March 2017
SAS Curriculum Pathways Integration	May 2017

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Galileo K-12 Online in CUSD

Presented by Chandler Unified School District

Janice Bourbon, Academic Coach

Amber Childers, Assessment Specialist

Cristen Marceau, Educational Technology

Introductions

- Cristen Marceau, Instructional Technology
  - Elementary classroom teacher
  - Media specialist
  - Instructional technology for CUSD
  - Provided and uploaded templates for teachers during the digital curriculum process and scheduled implementation units

- Amber Childers, Assessment Specialist
  - Elementary classroom teacher
  - RTI Coordinator
  - Coordinates district and state testing windows
  - Implemented the ATI Galileo system in K-6 and currently leads the system for the district

- Janice Bourbon, Academic Coach
  - Elementary classroom teacher
  - Worked in Title 1
  - Provides professional development to CUSD
  - Maintains the digital curriculum units and is currently working on phase 2

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A Balanced Approach

Assessment
OF
Learning

Assessment
FOR
Learning

Galileo K-12 Online in CUSD

West Virginia Department of Education
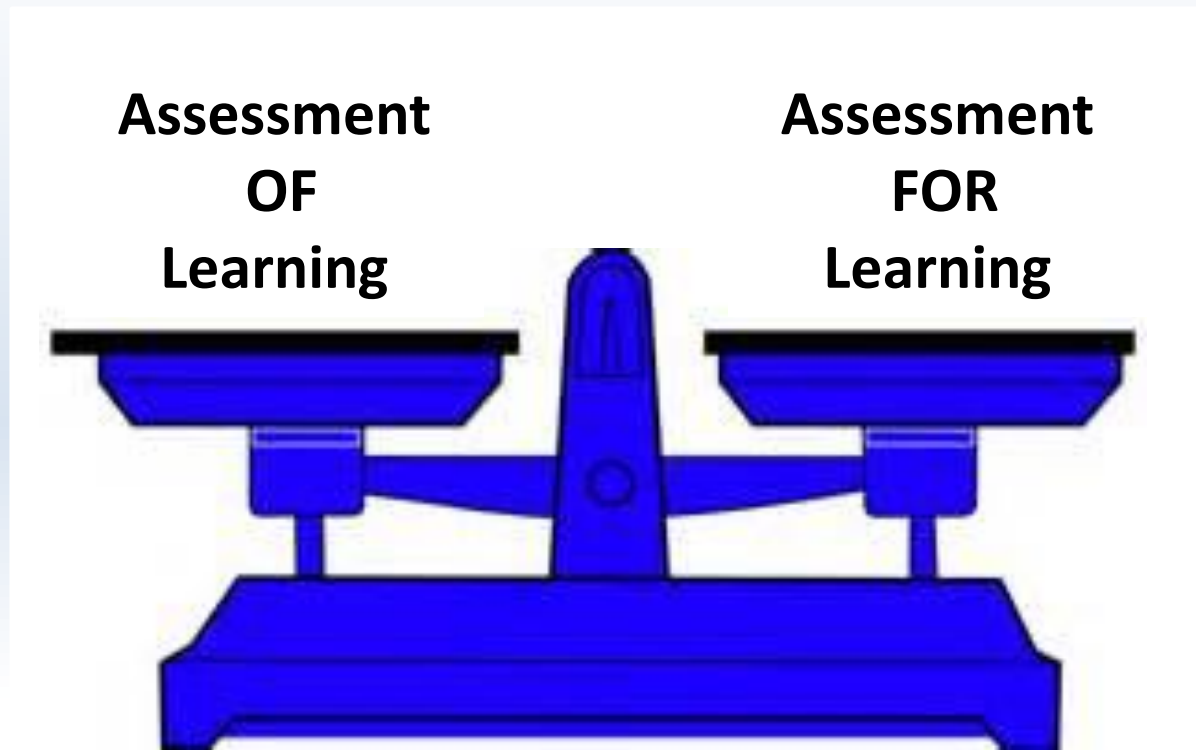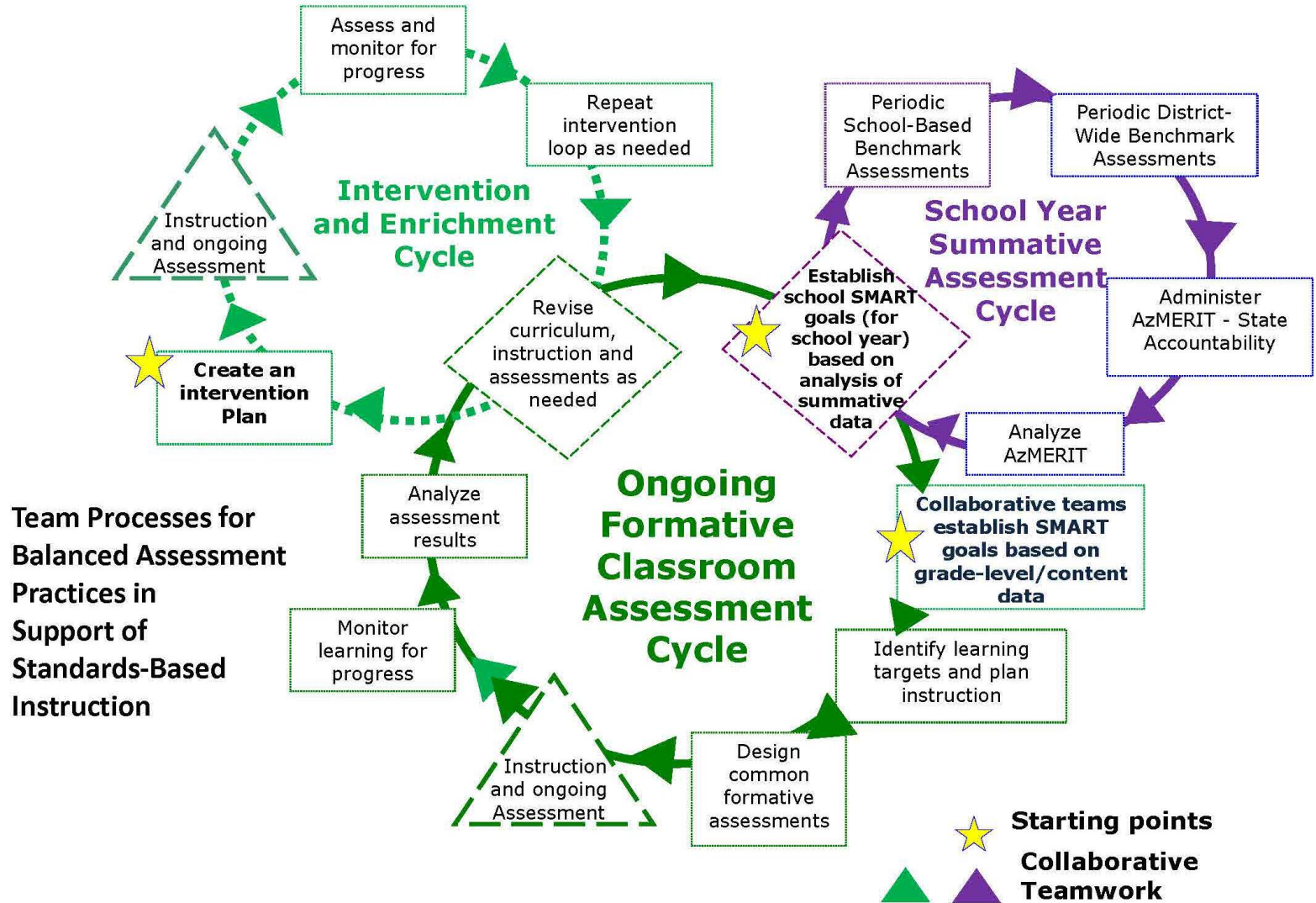
Galileo K-12 Online in CUSD

ATI Assessment System

First Year Implementation

- Train the Trainer Model
  - ATI lead for each campus

- Comprehensive assessments
  - Grades K-1 testing in August/May
  - Grades 2-6 testing quarterly in ELA and math
  - Grades 4-6 testing quarterly in science

- Personalized training on formative assessments
  - Quick assessments that align to standards
  - Resources to use after the formative is administered

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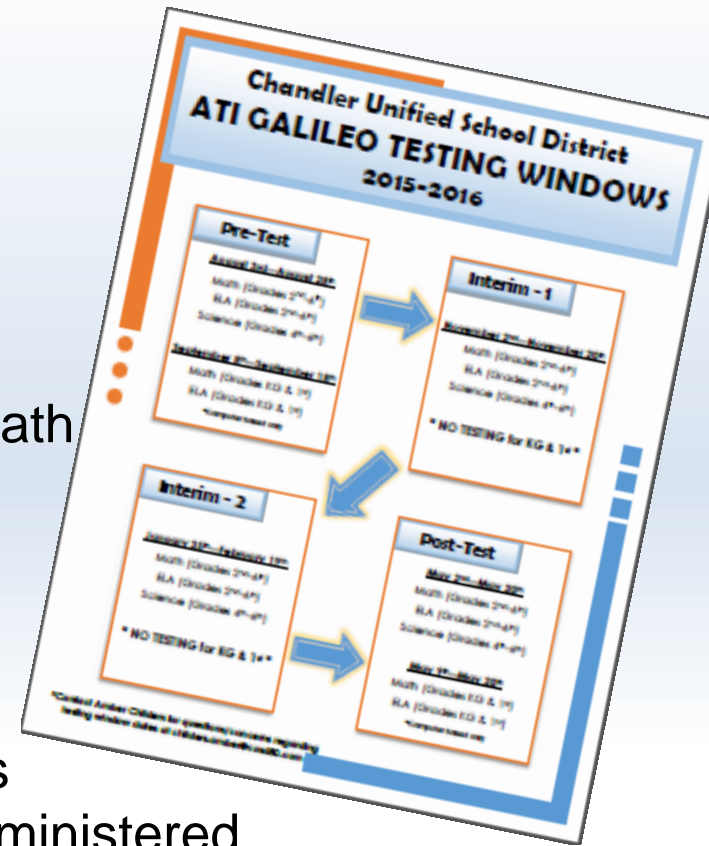
Second Year

- Similar testing model
  - Moved K-1 testing to October
  - Scheduled tests at instructional level
- Data analysis for reliability
  - ATI correlations
  - MOWR student list
- Personalized training
  - Reports to guide instructional decisions
  - Building formatives
- Implementation of the *Digital Curriculum Platform*

Forecast Report

District: Chandler Unified School District

Title: 2015-16 Chandler 05 Math

Subtitle: Four 2015-2016 5th Grade Math Benchmark Assessments and 2015-2016 AzMERIT

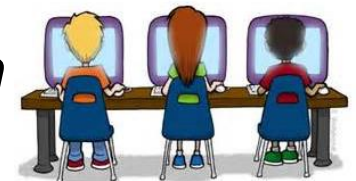| Benchmark Performance				Risk Classification		AzMERIT Performance			Percent Accurately Forecast
Test 1	Test 2	Test 3	Test 4	Risk Group	Student Count	Met	Not Met	Percent Met	
Met	Met	Met	Met	On Course	1027	1001	26	97	97
Met	Met	Met	Not Met	Low Risk	39	31	8	84	84
Met	Met	Not Met	Met		337	283	54		
Met	Not Met	Met	Met		19	15	4		
Not Met	Met	Met	Met		90	78	12		
Met	Met	Not Met	Not Met	Moderate Risk	153	63	90	59	41
Met	Not Met	Met	Not Met		2	1	1		
Met	Not Met	Not Met	Met		56	37	19		
Not Met	Not Met	Met	Met		10	7	3		
Not Met	Met	Not Met	Met		158	117	41		
Not Met	Met	Met	Not Met		12	6	6		
Met	Not Met	Not Met	Not Met	High Risk	135	20	115	12	88
Not Met	Met	Not Met	Not Met		173	44	129		
Not Met	Not Met	Met	Not Met		8	2	6		
Not Met	Not Met	Not Met	Met		75	26	49		
Not Met	Not Met	Not Met	Not Met		605	30	575		
Correlation with AzMERIT				Total Student Count: 2899			Overall Percent Accuracy:		84
0.74	0.82	0.83	0.85						

Test 1 Title: 2015-16 Chandler Math 05 Gr. _Pretest

Test 2 Title: 2015-16 Chandler Math 05 Gr. Interim #1

Test 3 Title: 2015-16 Chandler Math 05 Gr. Interim #2

Test 4 Title: 2015-16 Chandler Math 05 Gr. Posttest

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ATI Digital Curriculum Platform

Reasons for Adopting Platform

- Support integration of instruction with assessment *for* learning
- Select and adapt materials and resources based on student needs
- Differentiated instruction aligned with standards

Where am I going?

Where am I now?

Where to next?

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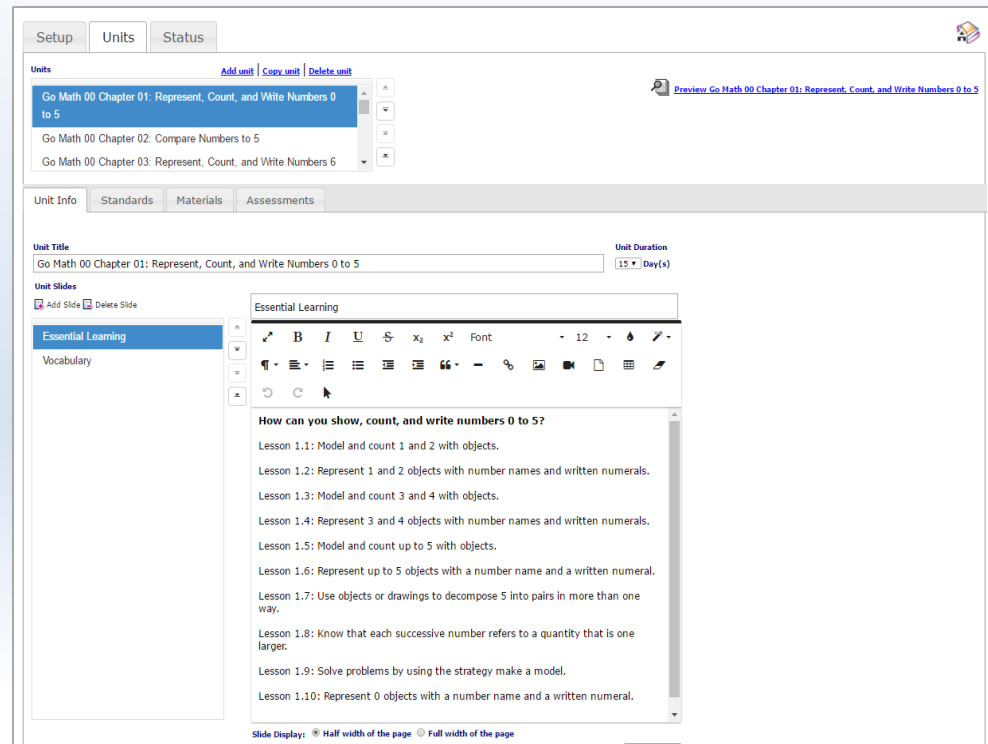
Beginning the Process...

- ATI presented product
- Developed unit structure and naming conventions
- Identified K-6 teachers for math project
  - 4 math programs
  - 4 grade bands
  - General education, self-contained gifted, traditional academies, and acceleration models

Building the Curriculum

- Developed unit templates for teachers
- Release days – 2 days per subgroup
  - Day 1 – working with templates, gathering feedback on unit structure
  - Day 2 – inputting curriculum into Galileo, reviewing and attaching resources
- Proofreading/publishing/scheduling units

ATI Digital Curriculum – Unit Template

Digital Curriculum Title: Go Math 03

Please use the form below to share required unit information for the curriculum binder selected above. Use a separate form for each unit/chapter. Refer to Go Math online resources when necessary:

URL http://www.k6.thinkcentral.com/ePCEval/evalLogin.do

Click the **Register** button, then use the access word **gomath15k6** to register for your account.

Unit Title	Chapter 7: Division Facts And Strategies
Length	18 school days

Essential Learning

Copy essential learning goals and paste each entry on a separate line in the space below.

What strategies can you use to divide?

7.1-Use models to represent division by 2.

7.2-Use repeated subtraction, a number line, or a multiplication table to divide by 10.

7.3-Count up by 5s, count back on a number line, or use 10s facts and doubles to divide by 5.

7.4-Use equal groups, a number line, or a related multiplication fact to divide by 4.

7.5-Use an array, equal groups, factors, or a related multiplication fact to divide by 6.

7.6-Use equal groups, a related multiplication fact, or factors to divide by 7.

7.7-Use an array, a related multiplication fact, or equal groups to divide by 8.

7.8-Use repeated subtraction, a related multiplication fact, or a multiplication table to divide by 8.

7.9-Use equal groups, factors, or a related multiplication fact to divide by 9.

7.10-Solve two-step problems by using the strategy act it out.

7.11-Perform operations in order when there are no parentheses.

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Galileo K-12 Online in CUSD

Galileo K-12 Online in CUSD

Implementation

- Release day for site ATI leads
- ATI trained teachers on new *Dashboard* and *Lesson Plan Builder* for math
- Site leads then trained teachers on site

What's Next for CUSD?

- Complete ELA curriculum by June 2017
- Reevaluate math digital curriculum platform
    - What's working?
    - What needs revision?
    - Review EngageNY lessons and determine alignment with digital curriculum
- Link assessments to units in math and ELA

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What's Next for CUSD?

- Continue a balanced approach
- Increase the amount of formatives administered
- Encourage and support data analysis
- Continuously improve the instructional process
  - Determine student needs by standard
- Create a fluid cycle of instruction and formative assessments
- Decrease test creation time
- Maximize teacher/student interaction time

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Questions

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What Works Panel

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What Works Panel –
Goals, Challenges, Solutions, and Next Steps

Chandler Unified School District

Matt Strom, Ed.D., Assistant Superintendent

Renee Sweeden, Director of Curriculum

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What were your goals and what challenges did you face in implementing technology in support of curriculum development, instruction, and assessment?

From the perspective of the district office, the biggest challenge of implementing any digital curriculum, instruction and assessment is finding a renewable funding resource. We feel as if computer-based standardized testing was yet another unfunded mandate. Consequently, figuring out how to fund the initial device purchase accompanied with a plan for the device life cycle are probably the most difficult aspect.

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In what ways did you address these goals and challenges using Galileo and other resources?

A difficulty outside of funding that existed was linking data from disparate sources. Education systems often have a plethora of data that exists in a variety of different sources with poor linking mechanisms. Whether this is SIS to LMS to Assessment or business systems to SIS we often find our system in a position where relationships between data are difficult. Galileo is our first attempt at ensuring the most critical links are strengthened and that is the link between curriculum, instruction, and assessment.

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What are the next steps you will be taking to incorporate technology in support of curriculum development, instruction, and assessment?

We just started linking these items through our new mathematics adoption. We are currently expanding into English language arts and are looking forward to the opportunity to expand into science, history, and the arts.

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What were your goals and what challenges did you face in implementing technology in support of curriculum development, instruction, and assessment?

Ideally we wanted one house for assessment, curriculum, and instruction in the form of remediation or enrichment. We did not want for teachers to have to flip back-and-forth between programs. One goal we had was to link assessment with curriculum. Rather than have teachers refer to big white binders that sat on the shelf for their curriculum, we wanted to house it digitally.

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What were your goals and what challenges continued…

This was not only for ease of use but also so that we could update curriculum and get that out to teachers immediately. We also wanted a place for teachers to have assessment at their fingertips that would accurately assess the standards that they were teaching.

In addition, we wanted to make sure that we utilized our teacher expertise when doing this.

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In what ways did you address these goals and challenges using Galileo and other resources?

Galileo gave us a platform -a house, if you will- for curriculum that was linked to assessments and also remedial and enrichment instruction. Because of the meta-tagging that already exists in Galileo for assessments and some resources, we were able to link curriculum to those. Galileo also allowed us to tap into our teacher capacity and leadership by having a house accessible to many.

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What are the next steps you will be taking to incorporate technology in support of curriculum development, instruction, and assessment?

We are looking at housing more subject areas in Galileo--curriculum that is linked to assessments that is linked to remediation and enrichment. We started with math and are moving onto English language arts. We anticipate science and social studies being next, while making refinements in the math curriculum that we are already housing there. Curriculum is a living thing ...

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What are the next steps continued…

For example, when assessments show gaps in our curriculum we need a way to fill those quickly. That leads to changes in instruction which we hope will happen more quickly by using a digital house. Finally this allows us to use assessment for learning so that we can later use assessment of learning.

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Crane Elementary School District

Tara Guerrero, District Math Coordinator

Mike Hoffman, Ed.D., Director of Curriculum and Instruction

Overview

| Goals | Challenges | Resources | Future |
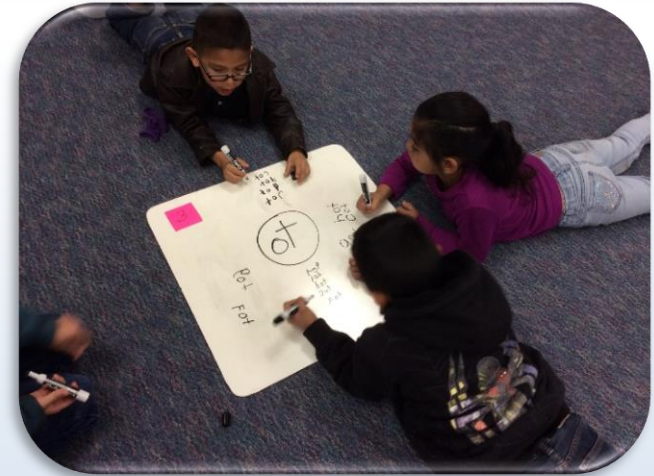
Goals

- Maintain natural joy of learning
- Foster creativity
- Improve literacy and numeracy
- Personalize learning
- Support teachers professionally
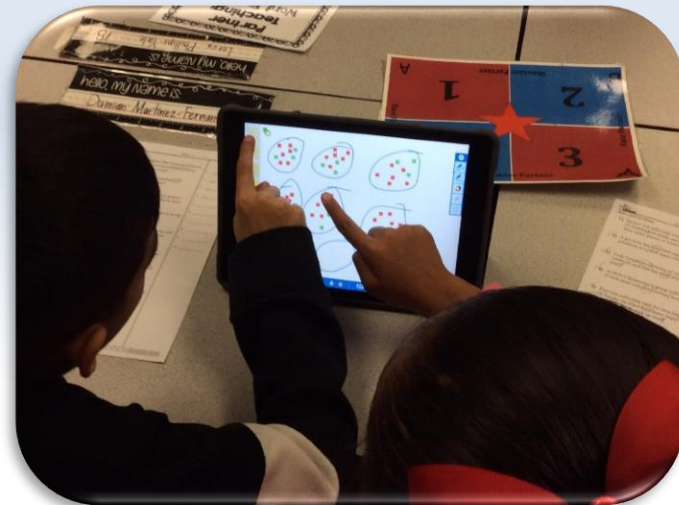
Supporting Strategies

- Seamless connectivity in all schools
- Ample number of student devices
- Collaborate across schools to unify and align
    - Curriculum
    - Instruction
    - Assessment
    - Data Analysis
    - Professional Learning
- Employ a learning management system (LMS)
    - Immediate, actionable student data
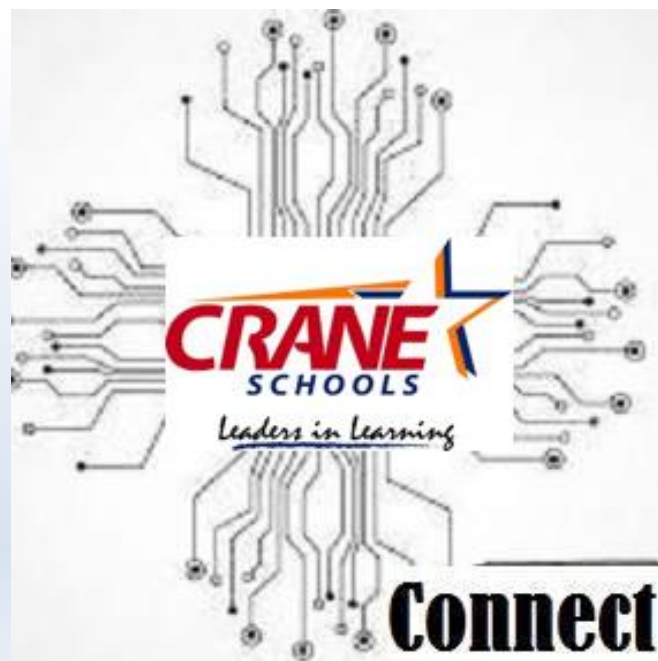
Challenges

- Merging $IT_{service}$ with $IT_{curriculum}$ = IT^2
  - Digital Transformation
- Moving from BT to Galileo DCP

  - Populating new platform

  - Nine grade levels simultaneously

  - Vetting resources for quality & alignment

  - Recruitment: Expanding curricular teams

Challenges

- Immediate, actionable data from formative assessment at student level
- Creating Libraries
  - Curriculum
  - Common Assessment Construction
- User Access
  - Navigation and usage

Challenge Met

Crane Exceeded Average Observed Growth: Pre-to-Post Test 2015-2016	
CONTENT AREA	PERCENT ABOVE AVERAGE
ELA	31%
Math	40%
Science	36%

Based on data from population of classrooms administering the Galileo Pre/Post Tests

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Resources

- Digital Curriculum Platform
  - ATI Tech Support on "speed dial"
  - Created anchor charts for teams using DCP tools and features
    - copy unit, insert pictures, embedding links, …etc.
  - Training of trainers
    - Curriculum team leads and PD coaches mentored school staff
- Apple Professional Development
  - Helped staff learn devices
  - Apple retail sessions for new tech learners
  - PD coaches and GenYES teams assist with follow up

Practical Lessons Learned

- Initially, for smaller teams, phase-in bands of grade levels
- Create a Curriculum School
  - Management of editing rights
  - Protected established schools
- Created a master template after unit structure was agreed upon
- "Bugs" or discovered issues
  - Two people working on same unit simultaneously caused deletion of work
  - Need to save work before navigating to new slide

Practical Lessons Learned

- Starting School Year
    - Focused on first two quarters to be ready for school start
    - Need classes created first before new curriculum can be distributed to teachers.

Now

Current next steps:

- Continue to populate and vet resources (KINDER!)
- Common Crane Assessment creation
- Increase user…
  - knowledge
  - skill base
  - activity

Future

Future next steps:

- Train staff on use of lesson plan builder
- Inclusion of high-quality instructional videos on DCP
    - w/teacher reflection functionality
- Explore & roll-out *K-12 Student-Parent Center* to families
    - Student iPads going home soon

What Works Panel –
Goals, Challenges, Solutions, and Next Steps

Maricopa Unified School District

Dennis Koch, Director of Assessment and Data

Wade Watson, Director of Curriculum and Instruction

Goals - implementing technology in support of curriculum development, instruction, and assessment

Our goals were to combine what most teachers saw as simply an assessment system, with an online platform that would house our curriculum map and resources. In doing so, the hope is that not only will teachers have access to the maps and resources from home, they will also utilize ATI Galileo as an instructional tool and resource. By embedding our curriculum within Galileo our goal was to then have teachers create assignments, quizzes, and tests within Galileo more frequently than they were before.

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Goals Continued…

Another goal is to have enough technology so that we are a one to one district. This would allow teachers to be in Galileo daily with their students. They could then schedule assignments and quizzes daily.

Challenges - implementing technology in support of curriculum development, instruction, and assessment

The challenge in this is getting teachers used to and familiar with the platform and all of its functions. It is also a challenge to get them into Galileo on a daily basis looking at their curriculum maps and seeing what resources are available to them. Furthermore, there is still resistance in using/viewing ATI Galileo as anything other than an assessment platform.

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Challenges Continued...

Another challenge that we faced was having available technology for each classroom. We have computer labs at each school but this is a limited amount of time for each class. We have purchased computer carts for each school but still we do not have enough for every grade level.

Challenges Continued...

Another challenge was that with these features being newly developed by Galileo, we had pieces of the platform not ready for use yet and teachers wanting to see "the whole package". Features like printing curriculum maps and calendars and being able to copy lesson plan templates came after the school year had started.

Challenges Continued...

A challenge we still face is having teachers use the reports within Galileo after testing to help guide their instruction. We have done many professional developments, but still we have a percentage of teachers who still do not pull reports.

Challenges Continued...

We have tight windows to get all of our classrooms to test. We help create testing schedules and move technology around to help make sure we have enough technology to support our teachers, but due to a limited amount of technology resources, testing as a whole district is challenging.

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Addressing Goals and Challenges

Over the summer we brought in teams of teachers to put our curriculum maps for math and ELA and many of their teacher resources into the Galileo curriculum platform. At the start of the school year we held trainings for all k-12 math and ELA teachers to help them learn how to access the curriculum in Galileo. Throughout this year we will continue trainings on how to utilize the system. We have given many new professional developments this year for both evaluation and how to create quizzes within Galileo. We are starting to see an increase in the usage of Galileo this year.

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Addressing Goals and Challenges Continued…

We have been able to now print our curriculum maps to make them available as a hard copy as well as electronically. This along with the capability to copy a lesson plan template for multiple uses came after the start of the school year and after our initial training.

Addressing Goals and Challenges Continued…

We have been monitoring usage reports to see if teachers are actively in Galileo or not. We are asking a lot of questions to see what they like and how we can help support them. We are also sending their thoughts to ATI as we get them to see if they can add any features teachers would like to have.

Steps to incorporating technology in support of curriculum development, instruction, and assessment

We are continuing to teach our academic coaches and mentors new ways to use Galileo. Our goal is to have them go back and teach this to their staffs or teachers they are mentoring.

Steps Continued…

Our next training will be on how to use the *Lesson Plan Builder* feature. We are also working on building and housing grade level formative assessments in the curriculum units. Some grade levels are further along than others.

Steps Continued...

When it comes to technology for assessment we are continually trying to add new laptops and carts as budget will allow from year to year.

Steps Continued...

We are training our teachers to find and use resources that Galileo has made available for us thought the *Digital Curriculum Platform*.

Steps Continued…

We are trying to become more paperless. Our next step would be to show staff how to use Galileo and other available technology resources to guide and enhance their instruction.

Steps Continued...

Students seem to respond and engage in the use of technology so we are moving our district in this direction.

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Question and Answer

An Arizona First: The New Galileo® Digital Curriculum Platform in Action

Closing Remarks

An Arizona First: The New Galileo® Digital Curriculum Platform in Action

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Thank you for your participation.