Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

Asking Questions & Sharing Thoughts:
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.

Audio:
If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.
Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 12th year, Hidden Sparks has trained 297 coaches and 465 educators in 108 Jewish day schools in New York, New Jersey, Baltimore, Chicago, Florida, Cleveland, Atlanta and 6 Israeli cities.

Please be in touch with our office to find out how to bring Hidden Sparks programs to your school!
Teaching with Tech

Presented by Monica Klein
Tuesday, February 25, 2020
Monica Klein holds a Master’s degree from Bank Street and has over ten years of education experience. She is currently the Lower School Technology and Design Teacher at the Dwight School. Monica began her education career at the Museum of Jewish Heritage, where she oversaw 250 museum educators and led tours of the museum exhibitions. Later, after a few years as a pre-school teacher at Hebrew Academy of the Five Towns and Rockaway she shifted to their educational technology team. Monica worked at Ramaz Lower School as the education technology specialist where she taught classes for kindergarten-fourth grade students and worked with faculty on technology integration. Prior to her current position, she worked as the Educational Technology Consultant at DigitalJLearning, of The Jewish Education Project.
Overview of the Session

• What is Bloom’s Taxonomy? What is the SAMR model?
• How are these two theories connected?
• Re-evaluating current curriculum with this new lense
• How can you implement these models into your curriculum?
• Wrap Up and Q&A
How do we as educators connect with our learners using technology?
Bloom’s Taxonomy

- Published by Benjamin Bloom, this framework is most familiar to teachers and school leaders through a graphic that organizes the goals of learning in a pyramid that starts with "remembering" and climbs to "understanding," "applying," "analyzing," "evaluating," and finally "creating."

Creativity follows mastery, so mastery of skills is the first priority for young talent.

— Benjamin Bloom —
Bloom’s Taxonomy
Bloom’s Taxonomy helps classify educational experiences into differing levels of thinking. It helps teachers in designing their curriculum.

How can we think about it in terms of technology?
# Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Remembering</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analyzing</th>
<th>Evaluating</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copying</td>
<td>Annotating</td>
<td>Acting out</td>
<td>Calculating</td>
<td>Arguing</td>
<td>Blogging</td>
</tr>
<tr>
<td>Defining</td>
<td>Tweeting</td>
<td>Articulate</td>
<td>Categorizing</td>
<td>Validating</td>
<td>Building</td>
</tr>
<tr>
<td>Finding</td>
<td>Associating</td>
<td>Reenact</td>
<td>Breaking Down</td>
<td>Testing</td>
<td>Animating</td>
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<tr>
<td>Locating</td>
<td>Tagging</td>
<td>Loading</td>
<td>Correlating</td>
<td>Scoring</td>
<td>Adapting</td>
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<tr>
<td>Locating</td>
<td>Summarizing</td>
<td>Choosing</td>
<td>Deconstructing</td>
<td>Assessing</td>
<td>Collaborating</td>
</tr>
<tr>
<td>Relating</td>
<td>Relating</td>
<td>Determining</td>
<td>Linking</td>
<td>Criticizing</td>
<td>Composing</td>
</tr>
<tr>
<td>Categorizing</td>
<td>Categorizing</td>
<td>Displaying</td>
<td>Mashing</td>
<td>Commenting</td>
<td>Directing</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Displaying</td>
<td>Judging</td>
<td>Mind-Mapping</td>
<td>Debating</td>
<td>Devising</td>
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<tr>
<td>Predicting</td>
<td>Executing</td>
<td>Executing</td>
<td>Organizing</td>
<td>Defending</td>
<td>Programming</td>
</tr>
<tr>
<td>Comparing</td>
<td>Examining</td>
<td>Examining</td>
<td>Appraising</td>
<td>Detecting</td>
<td>Simulating</td>
</tr>
<tr>
<td>Contrasting</td>
<td>Implementing</td>
<td>Implementing</td>
<td>Advertising</td>
<td>Experimenting</td>
<td>Role Playing</td>
</tr>
<tr>
<td>Commenting</td>
<td>Sketching</td>
<td>Sketching</td>
<td>Dividing</td>
<td>Grading</td>
<td>Solving</td>
</tr>
<tr>
<td>Memorizing</td>
<td>Experimenting</td>
<td>Experimenting</td>
<td>Deducing</td>
<td>Hypothesizing</td>
<td>Mixing</td>
</tr>
<tr>
<td>Networking</td>
<td>Hacking</td>
<td>Hacking</td>
<td>Distinguishing</td>
<td>Measuring</td>
<td>Facilitating</td>
</tr>
<tr>
<td>Interpreting</td>
<td>Interviewing</td>
<td>Interviewing</td>
<td>Illustrating</td>
<td>Moderating</td>
<td>Managing</td>
</tr>
<tr>
<td>Selecting</td>
<td>Painting</td>
<td>Painting</td>
<td>Questioning</td>
<td>Posting</td>
<td>Negotiating</td>
</tr>
<tr>
<td>Identifying</td>
<td>Preparing</td>
<td>Preparing</td>
<td>Structuring</td>
<td>Prediciting</td>
<td>Leading</td>
</tr>
<tr>
<td>Tabulating</td>
<td>Playing</td>
<td>Playing</td>
<td>Integrating</td>
<td>Rating</td>
<td></td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy
SAMR Model

• SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puenteedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.
THE SAMR MODEL

Dr. Ruben R. Puente\\

SA

SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A

AUGMENTATION
Technology acts as a direct substitute, with functional improvement

M

MODIFICATION
Technology allows for significant task redesign

R

REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT

TRANSFORMATION
SAMR Model
SAMR Model

SAMR

Encourages Creation
Makes Waves

Redefinition
Technology allows for activities previously inconceivable

STUDENT CENTERED
Transformational Learning

Fosters Collaboration & Exchange of Ideas

Heidi Neltner @heidinelt
SAMR Model

Class Task
- Note taking
- Research
- Presentation
- File sharing
- Reading
- Assessment

Substitution
- Notes taken using iOS Notes
- Using Safari to copy and paste information
- Make a keynote presentation on the iPad
- Sent by email every lesson
- Open PDF from email
- Google form test

Augmentation
- Students choose their own notes app
- Bookmark and share notes using the share button
- Demonstrate understanding with Explain Everything
- Shared Dropbox folder
- Use dictionary & search document
- Google form test with automatic marking script

Modification
- All students use Notability for all notes
- Download and annotate with Notability
- Combine audio, video and text in Movie Presentation
- Showbie
- Annotating documents in Notability & iBooks
- Creative projects with Strip Designer, Showme & iMovie

Redefinition
- Teachers have access to all student’s notes.
- Collaborative Mindmaps
- Nearpod Presentation
- iTunes U
- Interactive iBook
- Creative Assignments with audio feedback in showbie
How are the SAMR Model and Bloom’s Taxonomy connected?
# SAMR Model and Bloom Smash

<table>
<thead>
<tr>
<th>SAMR Model</th>
<th>Bloom Smash</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Redefinition</strong></td>
<td>Create</td>
</tr>
<tr>
<td>Tech allows for</td>
<td></td>
</tr>
<tr>
<td>the creation of</td>
<td>(Create)</td>
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<tr>
<td>new tasks,</td>
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<td>previously</td>
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<td>inconceivable</td>
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<tr>
<td><strong>Modification</strong></td>
<td>Evaluate</td>
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<tr>
<td>Tech allows for</td>
<td></td>
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<tr>
<td>significant task</td>
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<tr>
<td>redesign</td>
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<tr>
<td><strong>Augmentation</strong></td>
<td>Analyze</td>
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<tr>
<td>Tech acts as a</td>
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<tr>
<td>direct tool</td>
<td>Apply</td>
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<tr>
<td>substitute,</td>
<td>(Apply)</td>
</tr>
<tr>
<td>with functional</td>
<td></td>
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<tr>
<td>improvement</td>
<td></td>
</tr>
<tr>
<td><strong>Substitution</strong></td>
<td>Understand</td>
</tr>
<tr>
<td>Tech acts as a</td>
<td>(Understand)</td>
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<tr>
<td>direct tool</td>
<td>Remember</td>
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<tr>
<td>substitute,</td>
<td></td>
</tr>
<tr>
<td>with no functional change</td>
<td>(Remember)</td>
</tr>
</tbody>
</table>
SAMR Model and Bloom Smash

Educator designs a task that has a significant impact on student outcomes.

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable.
- **Modification**: Tech allows for significant task redesign.
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement.
- **Substitution**: Tech acts as a direct tool substitute, with no functional change.

BLOOM’S

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Developed by Kathy Schrock
November 2013

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Re-evaluating the Apps and Websites We Are Using in Our Curriculum
***Don’t use technology just because you have it!***

Technology should be used to:

- Streamline your teaching processes
- Create access for your students or to give your students the opportunity to create
- Collaborate
- Think critically
- The goal is to begin to have students move away from sitting and consuming to active participation and creation.
As you begin looking at your current lessons, ask yourself:

- Is there a better, more streamlined way that I can do this?
- Are there tools my students can use to make the learning process easier?
- Is there a way to make this concept more visual for my learners?
- Is there a way I can make this material accessible?
- How do I ensure that students that are not in attendance can still interact with the materials?
- Can I give the students more control over pace or place?
- Can I use the tech in my classroom to create more opportunities for students to take control of their learning?
- Are there ways for students to show their learning other than traditional paper and pencil assessments?
- Are there ways for students to share their learning outside of the walls of the classroom?
Next steps...

Now that you have a better understanding as to how apps and websites should be used in your curriculum...

Think of a lesson/project that you feel would lend itself well to reimagining the ways you incorporate technology.

• What part of the SMAR model or Bloom’s Taxonomy will you be focusing on using technology?
• What new tech tools might you use throughout this lesson?
Upcoming Hidden Sparks Without Walls Sessions

| Wed., March 18, 2020 | For Teachers  
|----------------------|----------------------------------|
|                      | Multisensory Math Instruction for ALL Learners  
|                      | Presented by Adrianne Meldrum |

| Wed., May 6, 2020 | For Teachers  
|-------------------|----------------------------------|
|                   | Developing the Art of Asking Powerful Questions in the Classroom  
|                   | Presented by Dr. Laya Salomon |

If you are interested in bringing Hidden Sparks to your school or city, please contact us:  
212-767-7707 or sara@hiddensparks.org
Contacting Hidden Sparks

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