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Report Submitted to TRC for TSSA Award (Winter 2013)
By
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I received a TSSA award to attend the international conference of the Society of Information Technology and Teacher Education (SITE) held March 25-28, 2013 in New Orleans, Louisiana. At the conference, I focused on learning the new Common Core standards and instructional strategies pertaining to these standards.

The Common Core State Standards Initiative is "a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce." Currently, 45 states have adopted the Common Core State Standards; many school districts and schools have been conducting initiatives to meet the expectations of the Common Core State Standards. At the conference, I learned some instructional strategies relevant to these standards.

At Farnsworth Middle School in Guilderland, New York, 7th grade English Language Arts teachers collaborated with TV studio staff to have their students develop a digital storytelling project. The students read the book *Stargirl* by Jerry Spinelli. After the students read the book, they had to use the theme (accepting other people's differences) of the book to produce a 30-second public service announcement that would be broadcasted on the school morning news program. From the collaboration between the teachers and the staff, the students learned many skills: reading, writing, producing video, collaborating with peers, application to a real-world project, etc.

At Sunset Elementary in Maryland, teachers used iPads to help their students meet the expectations of the new Common Core Standards. They went through five phases: (a) entry ("the basics of new technology [being] introduced to students"), (b) adoption ("students [being] introduced to new technology to support traditional instructional strategies"), (c) adaptation ("new technology [being] integrated into traditional instructional practices, *e.g.*, the focus of instruction [being] on student engagement and productivity utilizing word processing, spreadsheets, and graphics tools"), (d) appropriation ("the focus of instruction [being] on cooperative, project-based learning, and interdisciplinary assignments that incorporate technology as one of many tools"), and (e) invention ("students and teachers [discovering] new applications for technology tools, such as designing projects that combine multiple technologies"). Such instructional practice moved students from just using apps for reinforcing their skills of letters/spelling to using iPads to collaborate with peers.

At University of North Carolina Wilmington, faculty helped secondary mathematics and science pre-service teachers use wiki to demonstrate their ability on aligning their instruction to the Common Core Standards. Faculty created wiki class space where students uploaded their products and critiqued each other's work.