



**Technology Integration:**

1. I used my iPad regularly for this class.

Yes

No

2. Indicate the type of apps that you used regularly for this course:

- \_\_\_\_\_ Grammar/Language Practice
- \_\_\_\_\_ French media (newspapers, TV/radio, magazines)
- \_\_\_\_\_ Internet research (tourism, general info, etc)
- \_\_\_\_\_ Creating presentations, movies, etc.
- \_\_\_\_\_ Google Drive
- \_\_\_\_\_ Organization (calendar, notes, to-do list)
- \_\_\_\_\_ Other (please specify) \_\_\_\_\_

3. Indicate the ways you used technology for this class and rank them for frequency (1=most frequent 5=least frequent)

- \_\_\_\_\_ Word processing (MS Word, Pages)
- \_\_\_\_\_ Presentation program (PowerPoint or similar)
- \_\_\_\_\_ Internet research
- \_\_\_\_\_ Spreadsheet (Excel or similar)
- \_\_\_\_\_ Google apps (gmail, google docs, etc)
- \_\_\_\_\_ Ning & other social networking sites
- \_\_\_\_\_ YouTube
- \_\_\_\_\_ Other \_\_\_\_\_

Please indicate

4. In what ways did technology help in your appreciation of the French language and culture?

5. Please indicate what other technology tool or programs you would like to have integrated in the foreign language classroom to enhance your learning.

## **Co-construction**

During the 2013-2014 school year MPI utilized two consultants - Anne Davis & Sandra Herbst to work with the faculty in all three schools on assessment practices. The goal was to make significant changes to assessment procedures at the school. The consultants modeled a process called co-construction with MPI students in their classes and with MPI teachers as observers. In the co-construction process, the starting point is to identify an over-riding concept or skill that students need to work on. For example: Math (good math journal); history (good oral presentation); PE (What makes up a good weight training work out program?). The students in the class then work through a guided process where they build the criteria that addresses the essential criteria that determine quality work. Students are thereby empowered by building their own assessment criteria in language they understand. When students next work on an assignment containing this concept and skill, they can self assess their performance against the criteria they and their class have developed.

Following this professional development, in spring of 2014, every high school teacher implemented at least one co-construction activity in their classroom. The attached summary gives examples of co-construction essential questions in all high school departments.

## Co-construction Guiding Question: Semester 2, 2014

Department	Guiding Question	Grade level
ESL	<p>What makes a good keynote presentation?</p> <p>What makes a good introduction to an opinion essay?</p>	9-11
Language Arts	<p>What are the elements of good writing/essay/analysis?</p> <p>What is important in leading an IB interactive oral?</p> <p>What is important in participating in an IB interactive oral?</p> <p>What is important in a high quality reading journal?</p> <p>What is important in an effective oral presentation?</p> <p>What makes a successful persuasive essay?</p>	9-12
Mathematics	<p>What Are the Steps Necessary to Solve a Word Problem?</p> <p>What Makes a Good Trigonometric Proof?</p> <p>What Makes a Good Math Journal?</p> <p>What Makes a Good Mathematical Model of a Candy?</p>	
MPSA	<p>How to do a Good Cold Reading (Acting 1&amp;2 and Speech)</p> <p>What are the essential writing elements required of all well produced video stories. (Studio TV)</p> <p>What is a successful/well run studio? (Ceramics)</p> <p>What makes up a high quality web site? (Advanced Digital Art)</p> <p>What qualities make a good drawing? (FDVA)</p> <p>What are the elements of music? (Music History)</p>	9 & 10

MPX		
PE	<p>What makes a good weight room workout? (Beginning Strength Training)</p> <p>2. What does a good iMovie look like? (Health)</p> <p>3. What makes someone a good First Aid responder? (Basic Aid)</p> <p>4. What needs to be done for an archer to be successful? (Individual Lifetime Sports)</p>	<p>11-12</p> <p>10</p> <p>10-12</p>
Science	<p>What makes a good solar car design rationale? (Env. Sci)</p> <p>What is the best way to convert amounts in a chemical reaction?</p> <p>What makes for a correctly balanced equation? (chemistry)</p> <p>What makes a good science video?</p> <p>How do we take notes for more effective learning? (physics)</p> <p>What are the components for a good argument in a debate? (biology)</p>	<p>12</p> <p>10</p> <p>11</p> <p>9-12</p>
Social Studies	<p>Qualities for an effective debate.</p> <p>Parts of a public service announcement (World Civ &amp; Global)</p> <p>Criteria for positive group performance. (world civ.)</p>	<p>9-12</p>

World Languages	What is important in assessing an oral presentation & addressing questions ? (Spanish 2)	9-10
	What makes a good oral presentation? (Japanese 2; French 3; Mandarin 3)	9-11
	What makes a good video presentation as a final project? (Latin)	
	What makes a good IB written assignment? (Japanese 5)	12
	What is good classroom participation? (Spanish 3)	10-11

**Artifact #3 - Digital Assessment** – We cannot say enough about the benefits of taking our assessment tool digital this year. The screen shot below shows a sample student lesson activity report from one of our primary students. This data shows the math lessons and student status with the lesson (Introduced, practicing, proficient). This new report card feature allows us to program lesson status with specific outcomes. The data will also appear in the parent portal showing “real-time” lesson information for parents. While this screen shot artifact may not be useful to other schools. Our “Artifact” lesson is that digital assessment is a monumentally beneficial tool.

Student	Seq	Area	Topic	Pres./Mat.	Lesson	Date	Status	Score	Last Updat...
Herron, Ava	25	Math	Introduction to the Decimal System	The Nine Tray	Crisis of Nine	04/16/14	Prof		Katie
Herron, Ava	115	Math	Leading to Abstraction	Small Bead Frame	Frame Introduction and Counting	04/16/14	Prof		Katie
Herron, Ava	116	Math	Leading to Abstraction	Small Bead Frame	Number Formation	04/16/14	Prof		Katie
Herron, Ava	107	Math	Leading to Abstraction	Stamp Game	Dynamic Addition	04/16/14	Impr		Katie
Herron, Ava	113	Math	Leading to Abstraction	Stamp Game	Dynamic Division	04/16/14	Impr		Katie
Herron, Ava	111	Math	Leading to Abstraction	Stamp Game	Dynamic Multiplication	04/16/14	Impr		Katie
Herron, Ava	109	Math	Leading to Abstraction	Stamp Game	Dynamic Subtraction	04/16/14	Impr		Katie
Herron, Ava	106	Math	Leading to Abstraction	Stamp Game	Static Addition	04/16/14	Prof		Katie
Herron, Ava	112	Math	Leading to Abstraction	Stamp Game	Static Division	04/16/14	Prof		Katie
Herron, Ava	110	Math	Leading to Abstraction	Stamp Game	Static Multiplication	04/16/14	Prof		Katie
Herron, Ava	108	Math	Leading to Abstraction	Stamp Game	Static Subtraction	04/16/14	Prof		Katie
Herron, Ava	105	Math	Leading to Abstraction	Stamp Game and Golden Beads Introduction Tray	Stamp Introduction	04/16/14	Prof		Katie
Herron, Ava	54	Math	Linear Counting (Numeration Beyond 10)	Bead Cabinet Squares and Cubes	Sensorial Exploration and Additional Exercises	04/16/14	Prof		Katie
Herron, Ava	46	Math	Linear Counting (Numeration Beyond 10)	Hundred Board	Variations & Extensions	04/16/14	Prof		Katie
Herron, Ava	47	Math	Linear Counting (Numeration Beyond 10)	Squaring Chains	Sensorial Exploration	04/16/14	Prof		Katie
Herron, Ava	50	Math	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Additional Exercises, Variations & Extensions	04/16/14	Prof		Katie
Herron, Ava	48	Math	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Linear Counting	04/16/14	Prof		Katie
Herron, Ava	49	Math	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Skip Counting	04/16/14	Impr		Katie
Herron, Ava	35	Math	Linear Counting (Numeration Beyond 10)	Teen Bead Box	Quantity: 11 to 19	04/16/14	Prof		Katie
Herron, Ava	36	Math	Linear Counting (Numeration Beyond 10)	Teen Boards	Numerals: 11 to 19	04/16/14	Prof		Katie
Herron, Ava	38	Math	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Non-Sequentially	04/16/14	Prof		Katie
Herron, Ava	37	Math	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Sequentially	04/16/14	Prof		Katie
Herron, Ava	39	Math	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Variations & Extensions	04/16/14	Prof		Katie
Herron, Ava	43	Math	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Additional Exercises, Variations & Extensions	04/16/14	Prac		Katie
Herron, Ava	42	Math	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Building Numbers	04/16/14	Prac		Katie