

Share Your Ideas!

Today'sMeet

www.todaysmeet.com/blocks

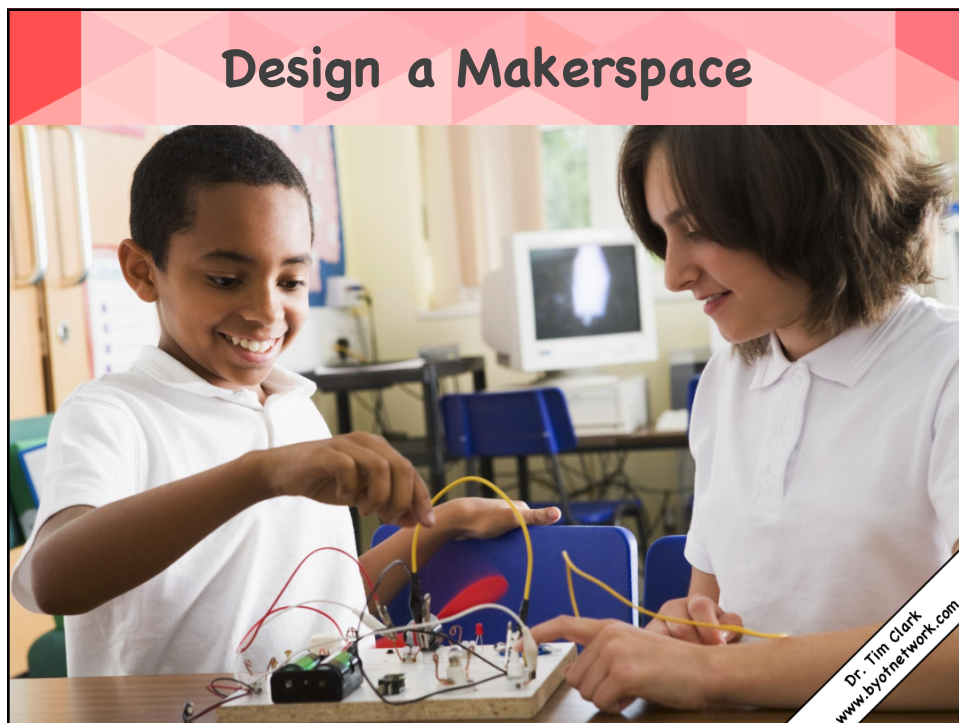
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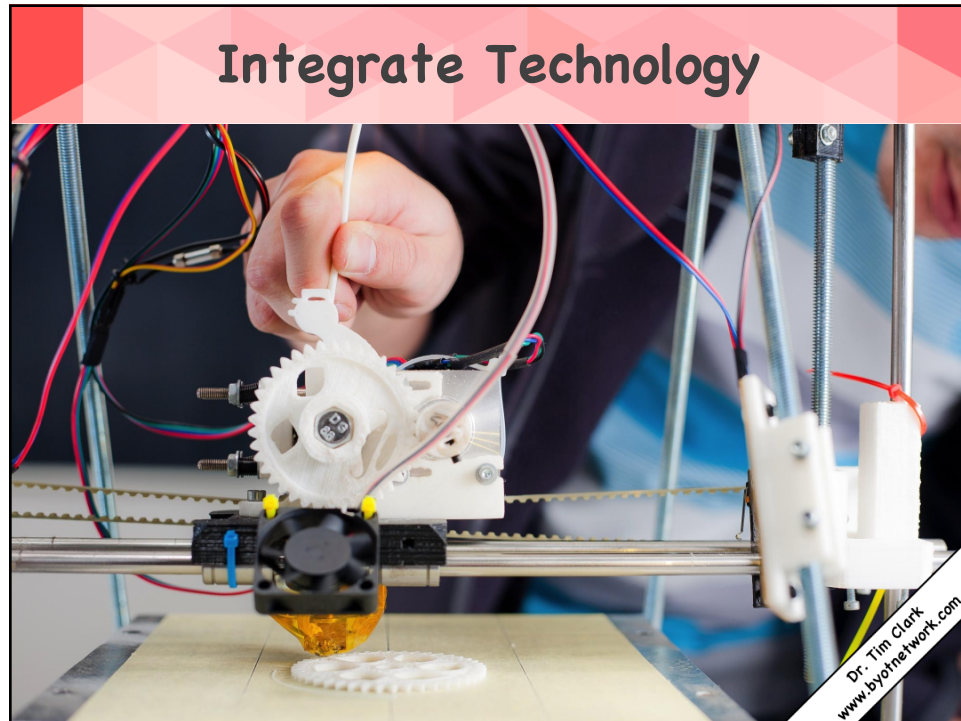


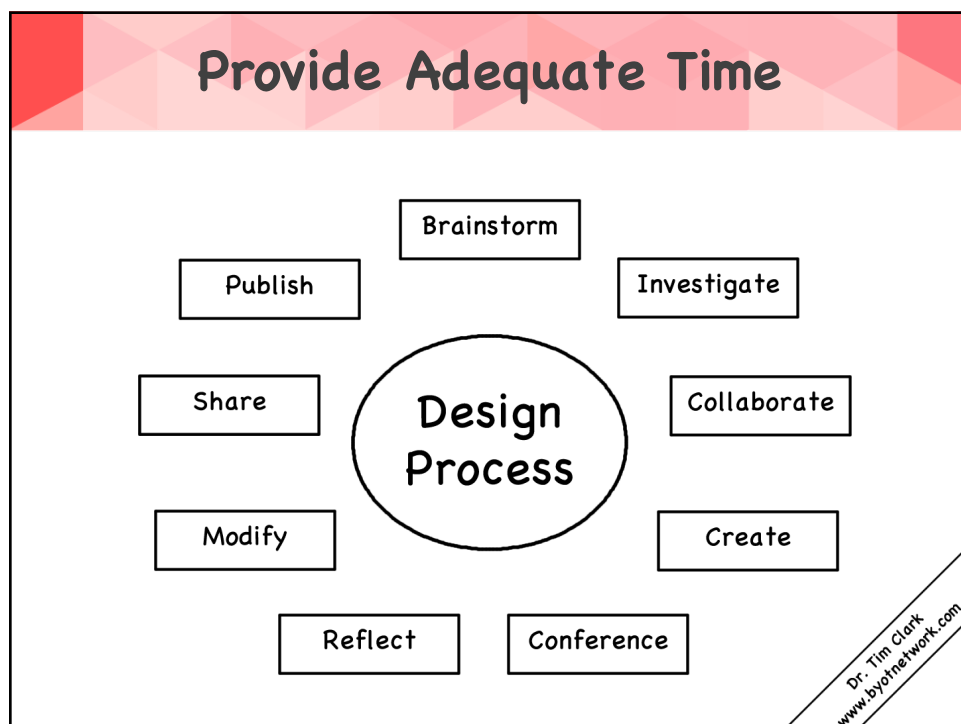
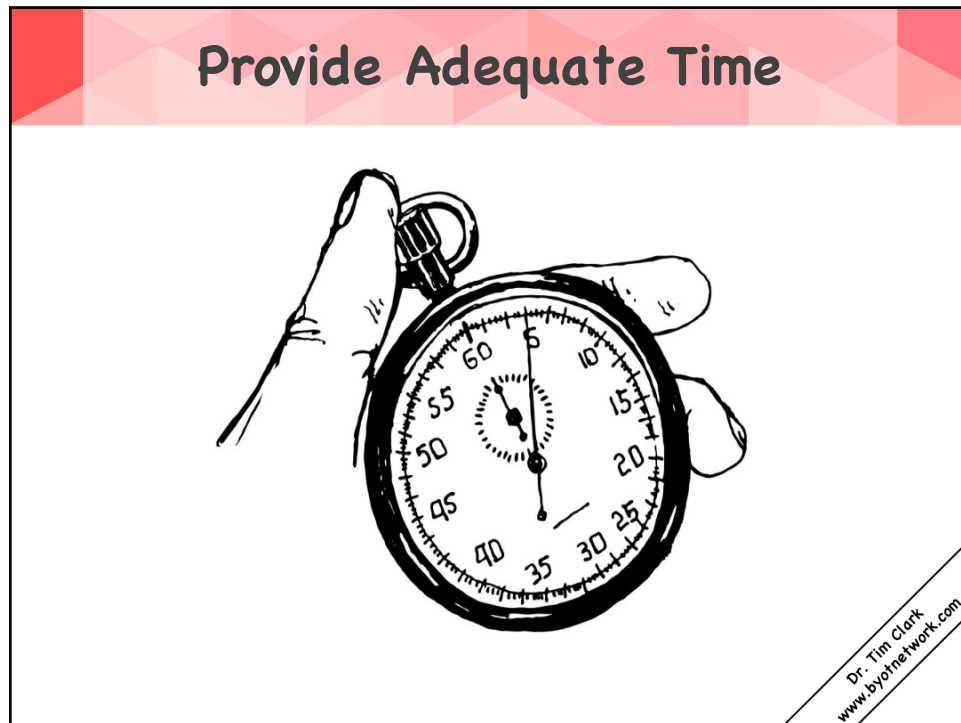
What is Your Favorite Movie?

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Provide Adequate Time

Design Process Activities

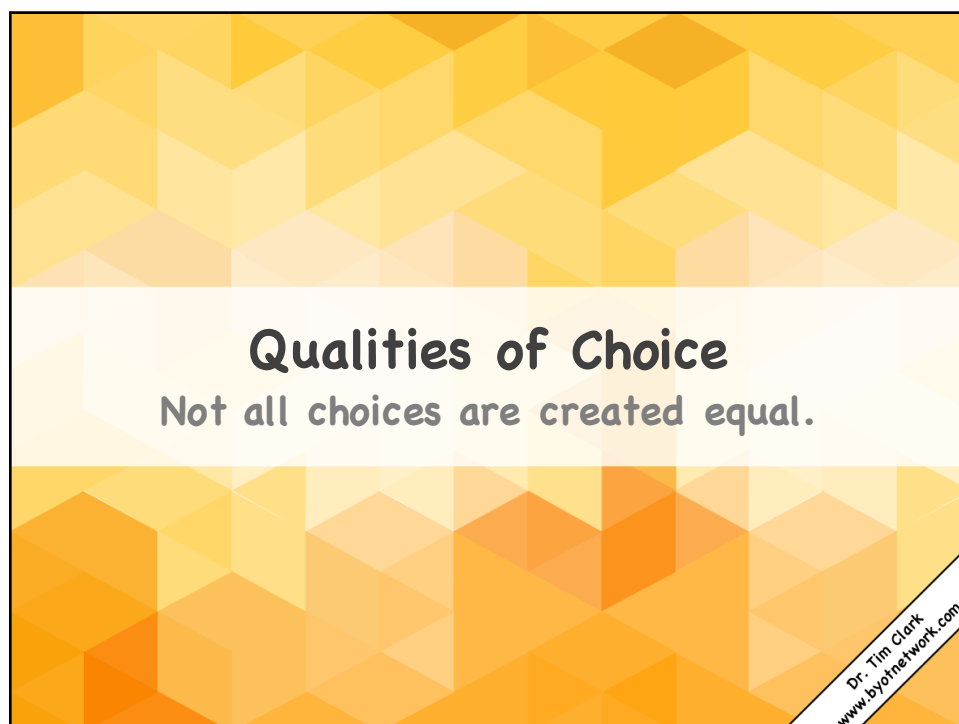
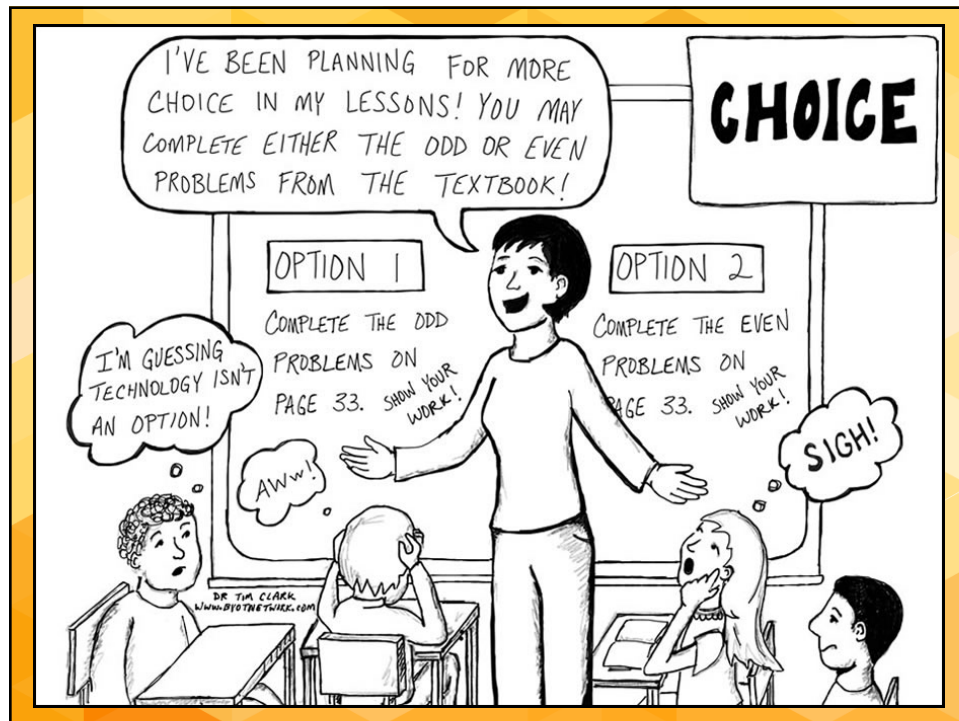
Brainstorm	Investigate	Collaborate	Create
Conference	Reflect	Modify	Share
Publish			

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Celebrate Diversity



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Relevant



Authentic



Competency-Based

- Target Learning Standards.
- Assess Understanding.
- Identify Essential Skills.
- Provide Equivalent Options.
- Consider Complexity.



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Student-Driven



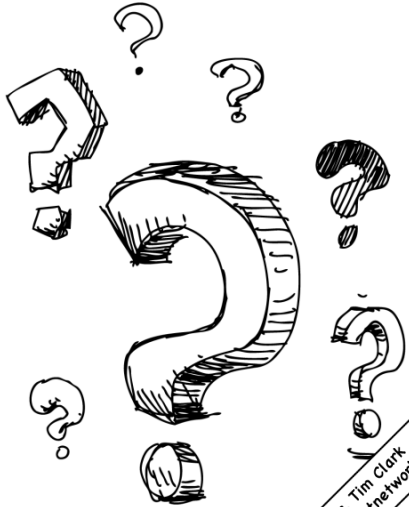
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Ask Open-Ended Questions

- **Begin with Essential Questions.**
- **Use formative assessment to provide feedback.**
- **Personalize questions based on a student's needs.**
- **Have students pose their own questions.**



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Formative Assessment

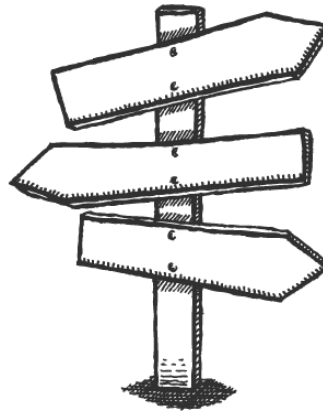
The screenshot shows a digital assessment interface titled 'Classes of Levers'. It includes a diagram of a first-class lever with two elephants on a seesaw. The question asks: 'In a first class lever, like a _____, the fulcrum is between the effort and the resistance.' The options are: A bottle opener (1), B rake (2), C seesaw (18), and D wheelbarrow (5). The total responses are 26. A blue button labeled 'Get it?' is below the interface. To the right, a smartphone displays the same assessment interface.

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The image is a hand-drawn comparison between 'DIGITAL' and 'DIGITIZED' learning. The central text is 'LEARNING' with 'vs.' above it. The 'DIGITAL' side (green background) lists an assignment with five steps: 1. Review a variety of multimedia content about an issue. 2. Reflect on that information to develop a stance on that issue. 3. Create a project that defends your ideas based on evidence. 4. Share your presentation with the class for feedback. 5. Make revisions and publish your project. The 'DIGITIZED' side (orange background) lists an assignment with five steps: 1. Read pages 20-24 of the online textbook. 2. Print those pages if necessary. 3. Write your answers to the chapter questions on a document file. 4. Create a slideshow that lists ten facts. 5. Submit the above work in the online dropbox. The website 'www.bynetnetwork.com' is at the bottom left, and 'DR TIM CLARK @byotnetwork' is at the bottom right.

Provide Multiple Ways to Show Understanding

- Consider the process.
- Model ways to brainstorm.
- Design a personalized playlist of content.
- Collaborative develop a rubric for evaluating thinking.



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www.byothenetwork.com

Personalized Playlist

SAFARI
MONTAGE

SEARCH

Tim Clark | Log Out

Professional Development



SAFARI
MONTAGE

DASHBOARD SEARCH SUBJECTS STANDARDS PLAYLISTS COURSES MODULES PREFERENCES ADMIN HELP



ES G1 - G5 Creating Great Characters

[Add a Resource to My Playlist](#)

This playlist is to be used with elementary students to teach them how to develop characters in their writing. It can also be used to teach them how to describe characters from literature they are reading.

Student Instructions: Review each item in this playlist and follow the directions given for each item within the playlist. You should also take out a sheet of paper and be prepared to design a character based on each character trait shared throughout the playlist.

Sharing: MY PLAYLIST (SHARED TO SCHOOL)
Folder: My Playlists
Subject: English Language Arts
Creator: Tim Clark
Viewable By: All Users
Grade Range: Grade 1 to Grade 5
Created: Monday, November 9, 2015, 01:35:18 PM

Multimedia Slide Show

Automatic Manual

Running Time: 6 min 17 sec

PDF EDIT PPT EDIT PPTX COPY UNDO REDO EXPORT DOC SELL LESSON

What are all of the elements that create a character?



Type: Key Concept
Media: 29 sec
Running Time: 29 sec

Segment From: Case of Creating a Great Character, The

My Instructions: What is wrong with Gator's character? Take out a sheet of paper and begin to draw a character. After watching each of the next videos, you will draw a new part of your character. Just follow the directions given for each video.

What are all of the ways that you can describe a character?



Type: Key Concept
Media: 44 sec
Running Time: 44 sec

Segment From: Case of Creating a Great Character, The

My Instructions: Think about your character. In your drawing, add where the character might live and what that character likes to do and what he or she does not like to do.

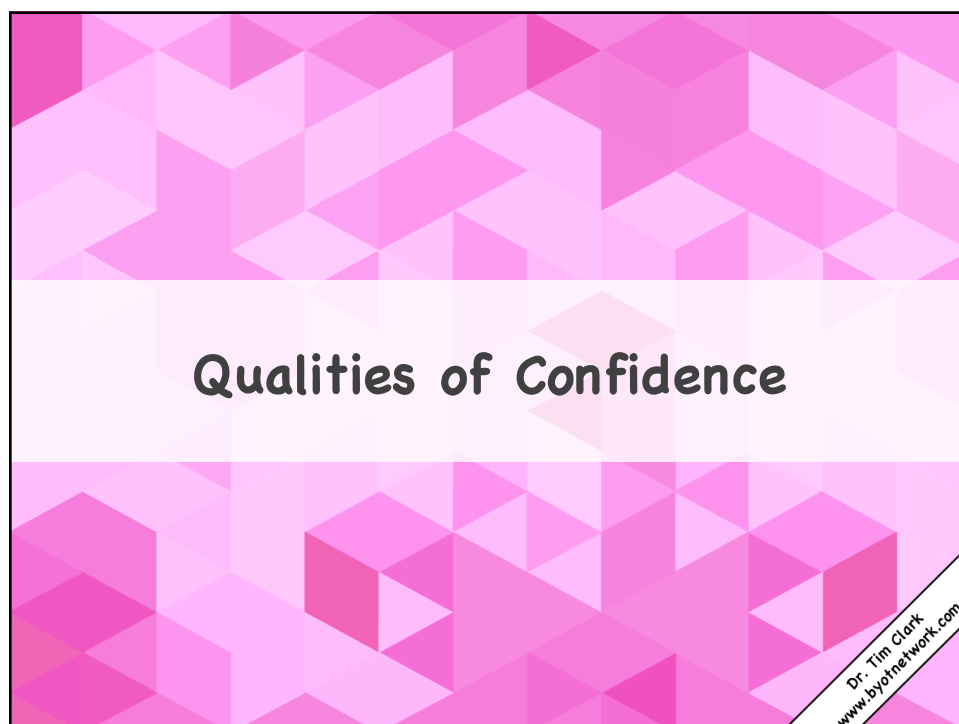
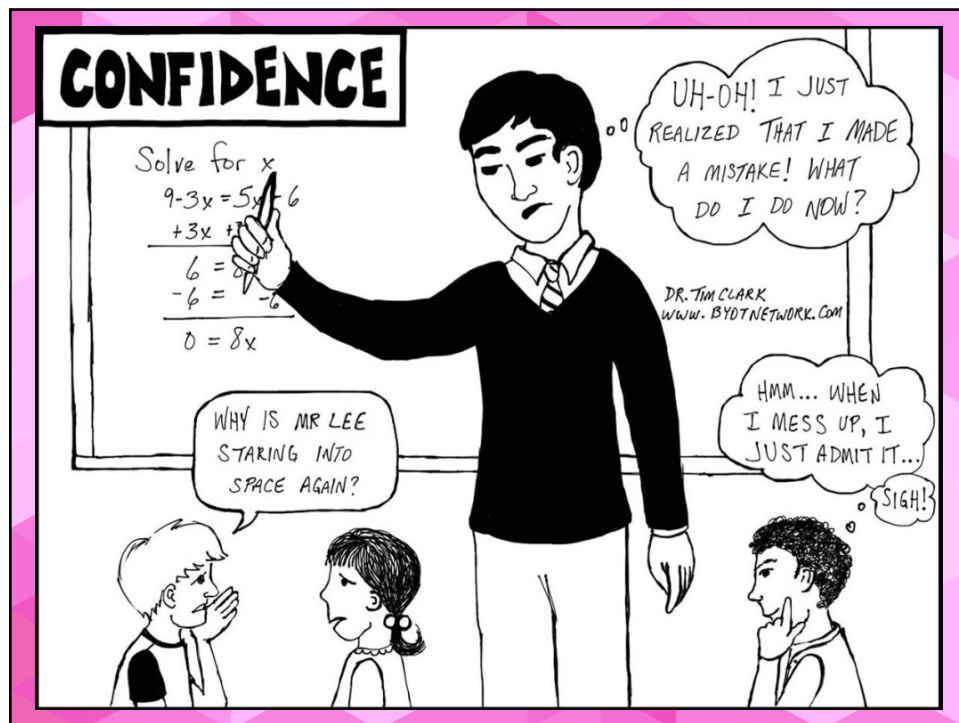
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Expect Every Child to Contribute



Provide Time for Reflection

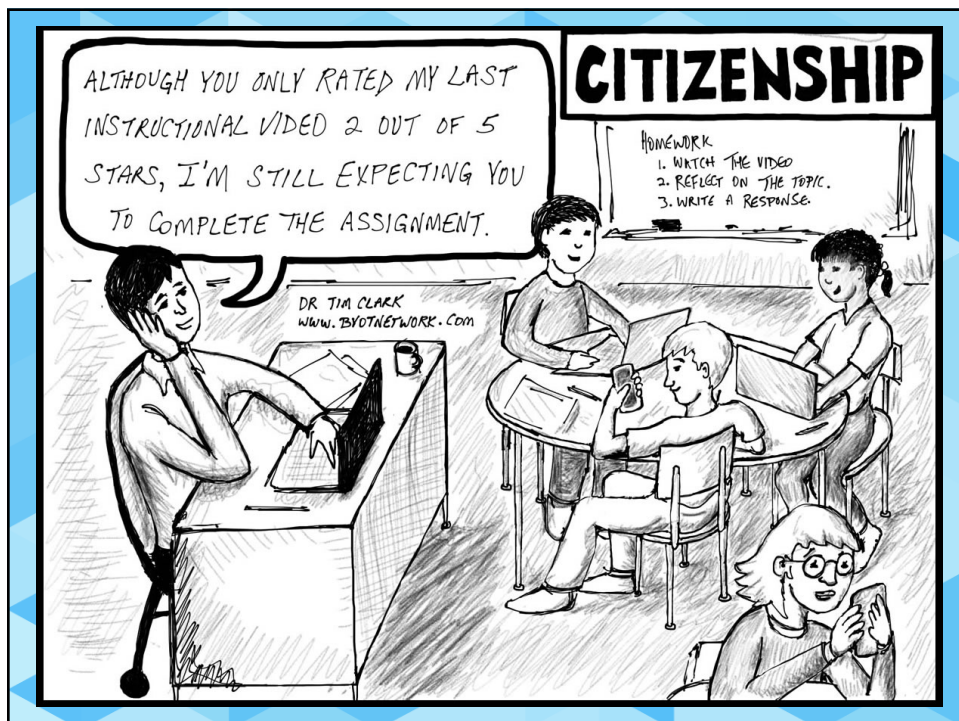
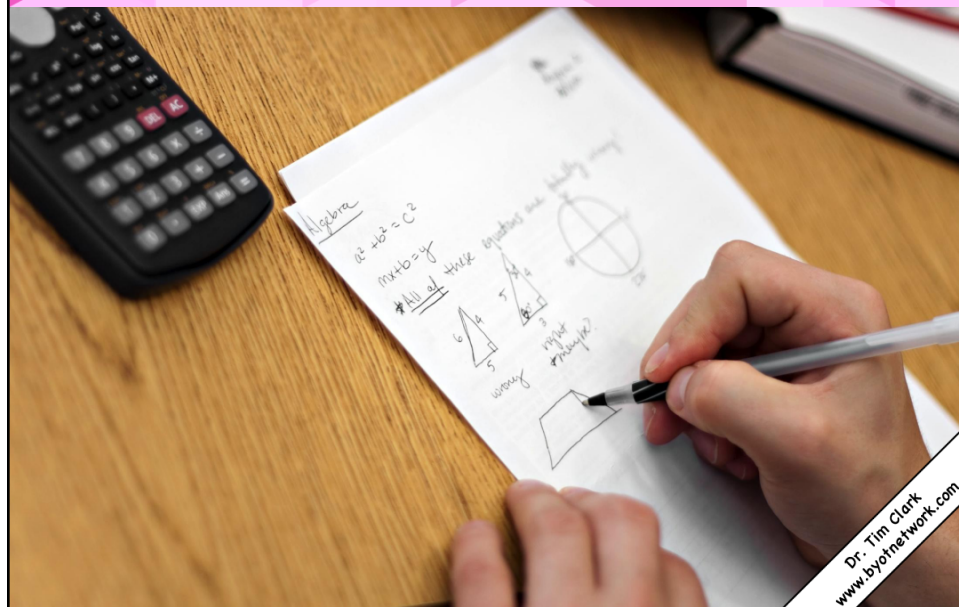






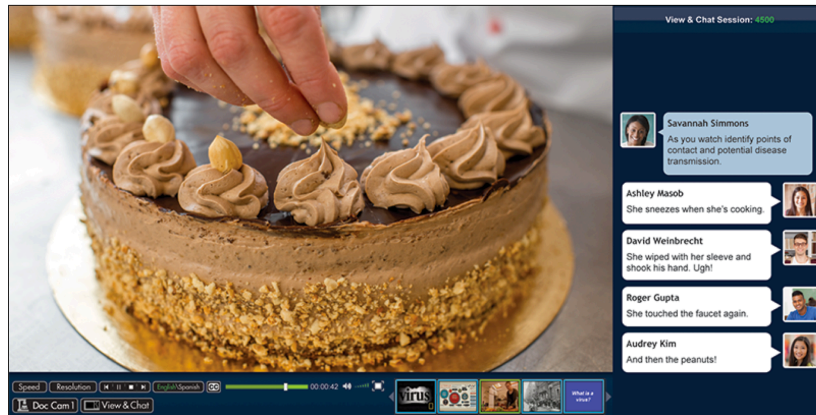


High Expectations





Practice Netiquette



VIEW & CHAT

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Internet Safety

Did you know?....

According to the [Pew Research Internet Project](http://www.pewresearch.org/internet-project/):

72% of all teens spend time with friends via social media

64% of all teens use email with friends

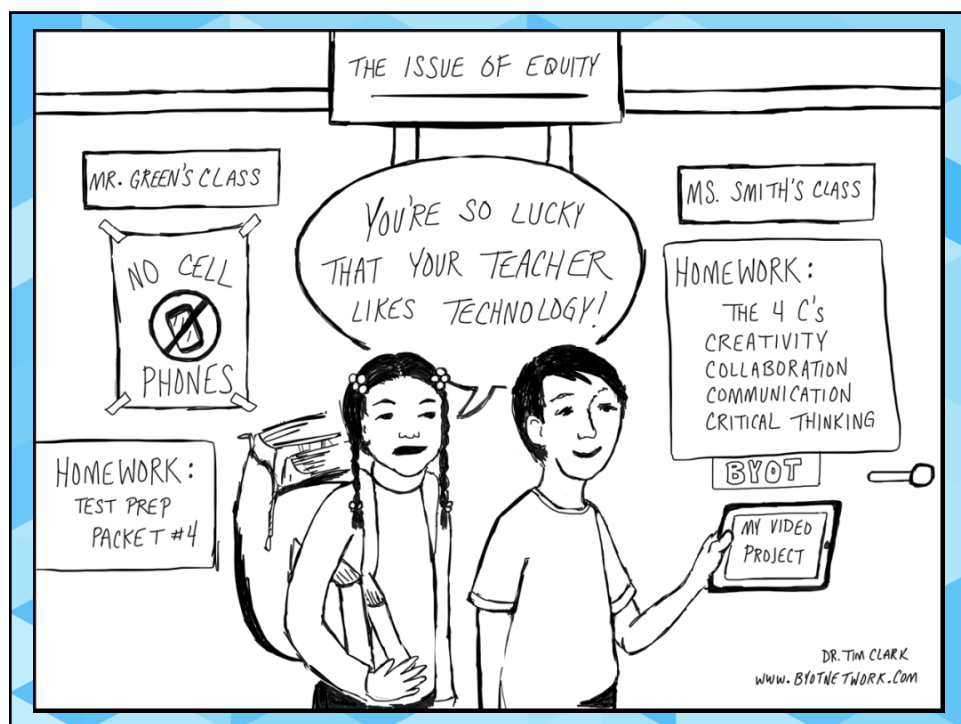
59% of all teens video chat with their friends

57% of teens have met a new friend online

78% of teen online gamers say when they play games online it makes them feel more connected to friends they already know

52% of online-gaming teens feel more connected to other gamers (whom they do not consider friends)

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Equitable Curriculum

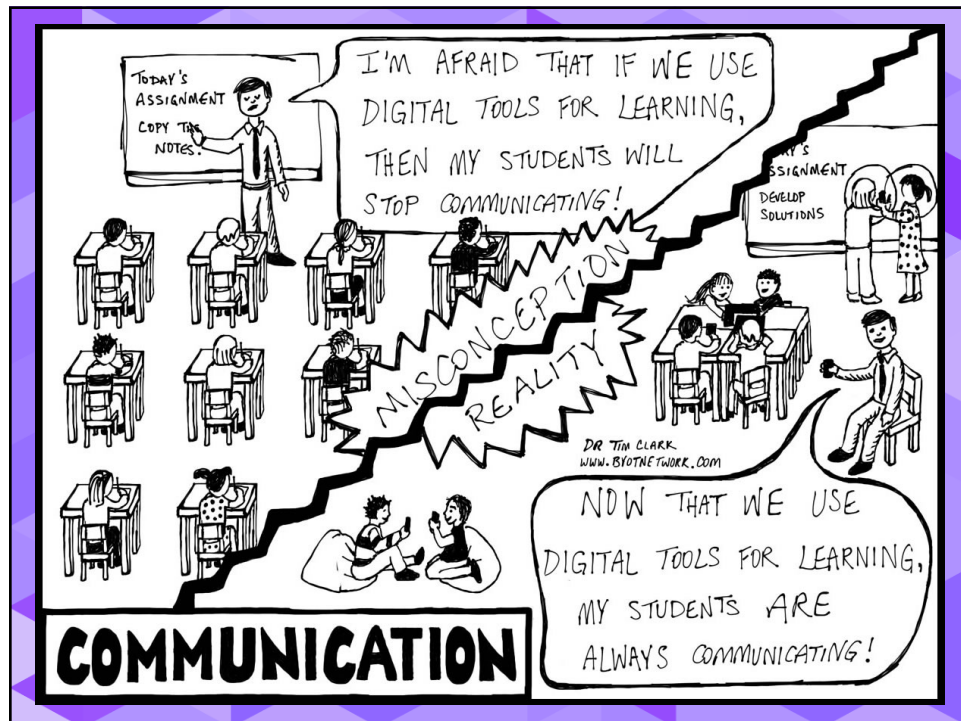


The screenshot displays the Safari Montage website interface. At the top, the navigation bar includes 'SAFARI MONTAGE', 'DASHBOARD | CLASSES | COURSES', and 'LIFE SCIENCE 9A'. A search bar is located on the right. The main content area features a video player on the left showing a man in a suit with a CDC logo. To the right of the video player, there are tabs for 'Lesson Snapshot', 'Lesson Prep', and 'Additional Resources'. Below these tabs is a grid of resource cards, each with a thumbnail and a title, such as 'virus', 'What is a virus?', 'How great is the risk for an outbreak of...', 'Outbreak Deadliest Pandemics in History', 'How do viruses spread?', 'Are we defeating infectious diseases?', 'What is a virus?', 'virology', 'What is a virus?', 'Example: Echovirus', 'Vaccines or Antibodies?', 'Bill Nye visits the Centers for Disease', 'Vaccines...', 'Flu Vaccines...', 'Defending Against Pathogens: Lymphatic', 'How We Conquered the Deadly Smallpox Virus', 'Get it?', 'Vaccines and Antibodies', and 'Research It!'. A sidebar on the left lists 'LESSON RESOURCES' including 'Teacher Prep Notes', 'Goals & Objectives', 'Key Vocabulary', 'New Assignments', 'Previously Assigned', 'Handouts', 'Project', 'Standards', 'Interactive Quiz', 'Rubric', 'Edit Lesson', and 'Add a Resource'. A diagonal banner in the bottom right corner reads 'Dr. Tim Clark www.bynetnetwork.com'.

Responsibility



The image shows a person from the waist up, wearing a blue short-sleeved shirt and an orange safety vest with reflective white stripes. They are holding a red and white striped flag with the word 'STOP' in large black letters. The background is a blurred outdoor setting with greenery and a body of water. A diagonal banner in the bottom right corner reads 'Dr. Tim Clark www.bynetnetwork.com'.



Strategies for Communication

Dr. Tim Clark
www.byotnetwork.com



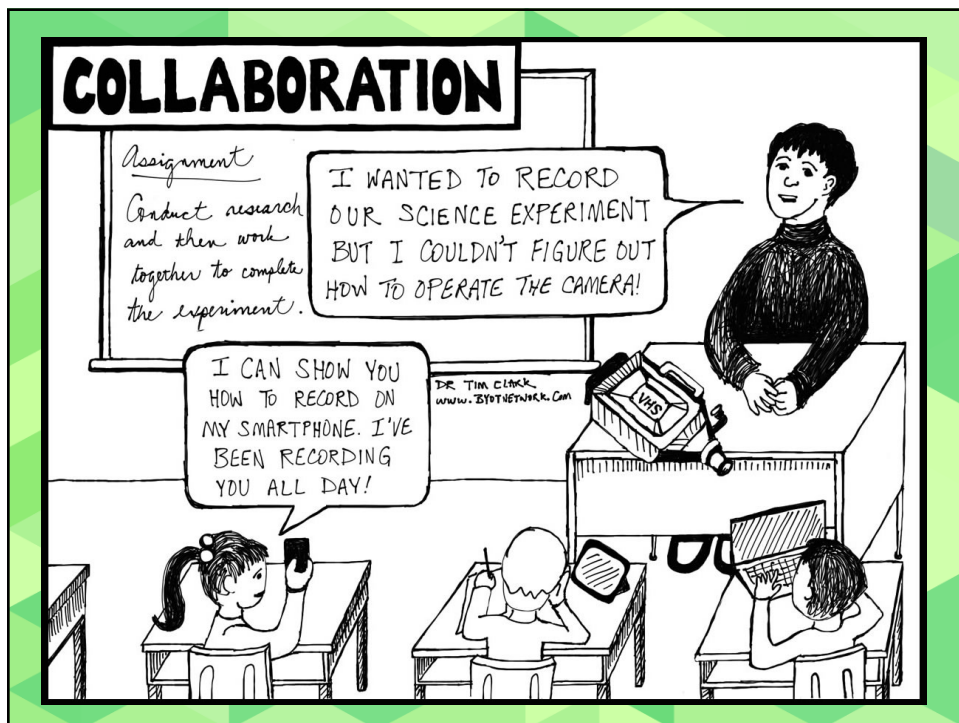
Consider Your Tone



Use Effective Presentation Skills

- Model presentation behaviors.
- Use a microphone if possible.
- Make whole group presentation short.
- Consider how much you are talking compared to the students.









Utilize Student Expertise



Establish Clear Guidelines





