

Digging into the Smarter Balanced Digital Library

A Professional Learning Resource

Archaeologist: A scientist who studies human history by digging up human remains and artifacts.

Archaeological Dig: An excavation of a site being studied.

Purpose of this Resource:

To engage educators in a purposeful exploration of the Smarter Balanced Digital Library within a professional learning context that models the formative assessment process, promotes professional practice, and supports educator collaboration.



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Resource Description:

This professional learning resource includes two modules that guide a progressive exploration of the Smarter Balanced Digital Library while modeling the formative assessment process. The tasks within each module follow stages of an archaeological dig to promote the use of the Digital Library to find resources that support instruction and professional learning. Tasks are progressive, and designed to isolate increasingly specific resources and utilize a range of functions and resources that purposeful use of the Digital Library can support.



Learning Goals

Educators will understand

- ▶ how to conduct a purposeful, targeted search in the Smarter Balanced Digital Library to locate resources that meet specific criteria;
- ▶ how to elicit and interpret evidence of meeting intended professional learning outcomes;
- ▶ how to act on evidence through planning to use or share a selected resource;
- ▶ how to use features such as favorites, resource rating, and forums to enhance use of the Digital Library to improve professional practice and promote resource-based collaboration.

Success Criteria

Educators can

- ▶ use Digital Library tools and search functions to conduct purposeful, targeted searches for resources that meet specific criteria;
- ▶ elicit and interpret evidence of meeting intended professional learning outcomes;
- ▶ act on evidence through planning for the use or sharing of a selected resource;
- ▶ use Digital Library collaboration tools such as favorites, resource rating, and forums to improve professional practice and promote collaboration with other educators.

Resource Contents:

- ▶ Sample Uses for the Archaeological Digs Resource
- ▶ Module One
 - Archaeological Dig Task Templates---Module One (6 templates)
- ▶ Module Two
 - Archaeological Dig Task Template---Module Two (1 template)





Sample Uses for the Archaeological Digs Resource



This document provides four examples of possible implementation for educators to use when planning professional learning opportunities utilizing the Archaeological Digs resource. Facilitator roles and implementation procedures, including time estimates, should be adjusted to meet specific learning goals.

Possible Forum	Facilitator	Prep	Procedure	Extension	Estimated Time
Staff Development	<ul style="list-style-type: none"> Site Administrator Test Coordinator Instructional Coach Teacher Leader 	Adapt the content in the “CLARIFY” section of an Archaeologist Task Template document to meet instructional and professional learning targets for the upcoming school year.	Distribute the task template to educators with computers, and ask them to complete one or two “digs.” When the searches finish, group educators to debrief and share findings. Instruct them to record their findings on posters for a gallery walk activity to share the results and findings.	Prompt educators to locate a resource for modification and use, then reflect on the effect of the formative assessment attribute highlighted by the resource and share their reflections in a survey created by the school’s instructional coach. The instructional coach can then use the survey results to modify and implement Module Two.	75-90 Minutes
Professional Learning Community (PLC)	<ul style="list-style-type: none"> Site Administrator Test Coordinator Instructional Coach Teacher Leader of a PLC 	Adapt the length and content of the “CLARIFY” section of an Archaeologist Task Template document to promote location of cross-curricular resources designed for academic literacy instruction across subjects.	Organize educators in pairs or small groups tasked with finding a resource from a domain outside their subject area that offers potential use in their classrooms. After a session of “digging,” educators work with colleagues from the subject area of the resource(s) located to identify modifications that promote literacy instruction across the curriculum.	Educators agree to complete the revisions and modifications of the resource, then share their completed resource or the results of its implementation at the next PLC meeting.	60-75 Minutes



Sample Uses for the Archaeological Digs Resource (cont.)



Possible Forum	Facilitator	Prep	Procedure	Extension	Estimated Time
Grade-level or Department-wide Groups	<ul style="list-style-type: none"> Academic Department Chair PLC leader 	Tailor the content in the “CLARIFY” section of an Archaeologist Task Template document to focus on a pre-determined CCSS Focus Standard for the academic year.	Pairs of educators “dig” for resources to address the CCSS Focus Standard that include multiple media types (print, visual, audio, Web content, etc.). Teams share findings with the whole group, and the facilitator plans for the implementation of Module Two.	Educators commit to use different media resources to target the same learning goal (across different student groups or class periods), reflect on formative instruction, and write a resource review to help other users in the library. An administrator adapts Module Two in accordance with the work completed and plans to record the content of the module to define next steps.	60-75 Minutes
Guided Independent Practice	Site Administrator	Ensure all educators have completed the registration for and have access to the Digital Library. Provide educators with copies of all Archaeologist Task Template documents.	Educators return to classroom/office, log into the Digital Library, and complete the first task in Module One. Continue to provide allotments of professional development minutes (e.g., reserve 15 minutes in subsequent pre-service sessions) to allow them to complete the subsequent “digs” independently. Provide opportunities for educators to report findings to colleagues in subject or grade-level groups.	Implement Module Two by requiring educators to bring results of their “digs” recorded on the Task Templates to a staff meeting planned around Module Two.	60 minutes, divided into four 15-minute sessions