

May
2013



DISRUPTING EDUCATION WITH
TRANSFORMATIVE INNOVATION

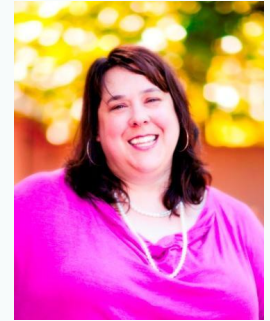


**NOW ACADEMY-LOS ANGELES UNIFIED SCHOOL
DISTRICT
COPIA PILOT**

ABOUT THE SPEAKER

Rebecca Tomasini – Founder and CEO of The Alvo Institute

- Developed and facilitated professional development and coaching for teachers and admin leaders
- Developed and delivered rigorous curriculum training programs
- Sr. Director of Instruction and Evaluation at KC Distance Learning (now K12)
- 7 years classroom teaching including 6 years teaching at risk high school English Learners in the Montebello Unified School District, Los Angeles County, California
- California Association of Bilingual Educators' Teacher of the Year Award in 2002
- Adjunct professor and Advisory Board member at Claremont Graduate University, School of Education , Portland State University and Lewis & Clark College
- 4 years in private sector equity research, financial marketing and mergers & acquisitions with companies including Goldman Sachs, Deutsche Bank, Cushman & Wakefield
- BA, English, Smith College,. MA, Renaissance Studies, University of London. MA , Education and Community Development, Claremont Graduate University, School of Education



About The Alvo Institute

The Alvo Institute is an educational design, consulting, and professional development firm based in Oakland, CA. We help educators design and implement classrooms for the 21st century by blending the very best of traditional instructional practice with the most relevant and effective technology-enabled experiences, such as online learning.

READY OR NOT THE US K-12 MARKET IS GOING DIGITAL

Tablets can hold hundreds of textbooks on one device, plus homework, quizzes, and other files, eliminating the need for physical storage of books and classroom materials The average tablet contains anywhere from 8 to 64 gigabytes (GB) of storage space..

E-textbooks on tablets cost on average 50-60% less than print textbooks. According to a 2012 report from the Federal Communications Commission (FCC), K-12 school districts spend more than \$8 billion per year on textbooks. E-Textbooks can save schools between \$250-1,000 per student per year.

Tablets help to improve student achievement on standardized tests. Publisher Houghton Mifflin Harcourt tested an interactive, digital version of an Algebra 1 textbook for Apple's iPad in California's Riverside Unified School District. Students who used the iPad version scored 20 percent higher on standardized tests versus students who learned with traditional textbooks.

Digital Application contain many technological features that cannot be found in print textbooks. Tablets give users the ability to highlight and edit text and write notes without ruining a textbook for the next user. Tablets have a search function, a backlighting option to read in low light, and a built-in dictionary. Interactive diagrams and videos increase student creativity, motivation, attentiveness, and engagement with classroom materials.

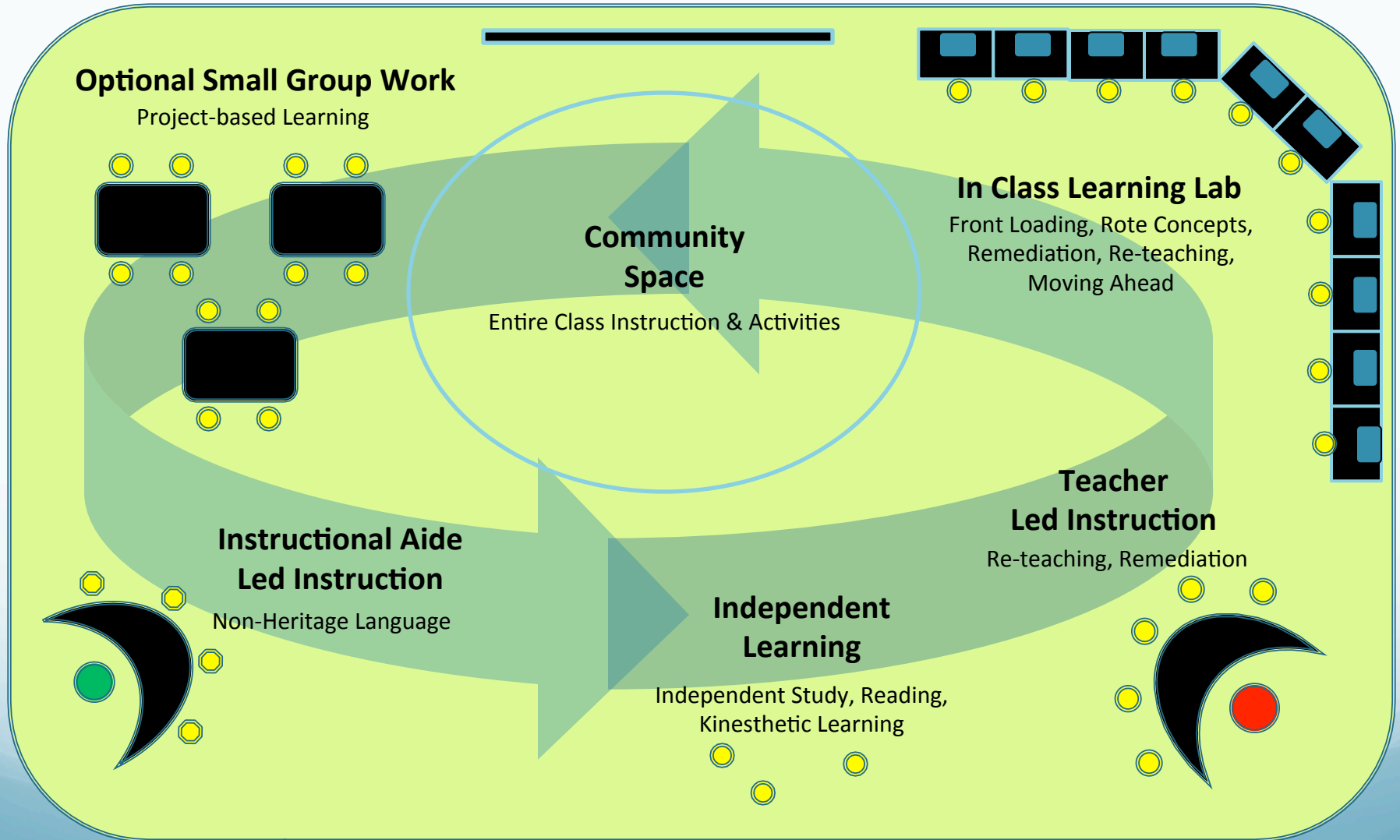
From "ProCon.org"

BUT: The key is NOT the tablet or the end user device: It is the User Interface.

LOS ANGELES UNIFIED SCHOOL DISTRICT PILOT DEMOGRAPHICS

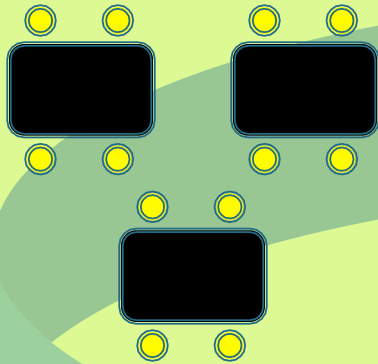
Grade	Subject(s)	# of Teachers	# of Students
5	Reading Comprehension Math	2 Classroom (5 th) 2 Classroom (6 th) 1 Special Ed	60
6	ELA Math		60
8	Government (supplemental text books)	1 Classroom	90
11	American Literature (supplemental text books)	1 Classroom	90
4 Grades	5 subject areas	7 teachers	300 students

BLENDING LEARNING CLASSROOM DESIGNS DEEPLY ENHANCED BY DIGITAL TEXTS AND COPIA PLATFORM



Optional Small Group Work

Project-based Learning

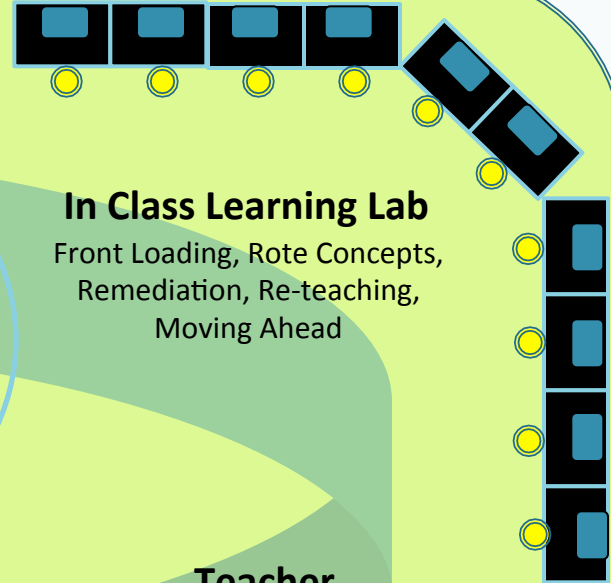


Community Space

Entire Class Instruction & Activities

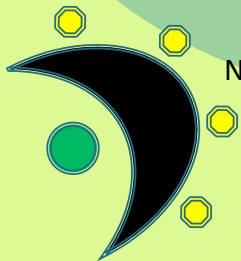
In Class Learning Lab

Front Loading, Rote Concepts, Remediation, Re-teaching, Moving Ahead



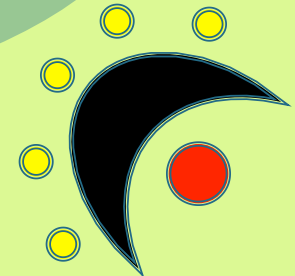
Instructional Aide Led Instruction

Non-Heritage Language






Teacher Led Instruction

Re-teaching, Remediation



Independent Learning

Independent Study, Reading, Kinesthetic Learning

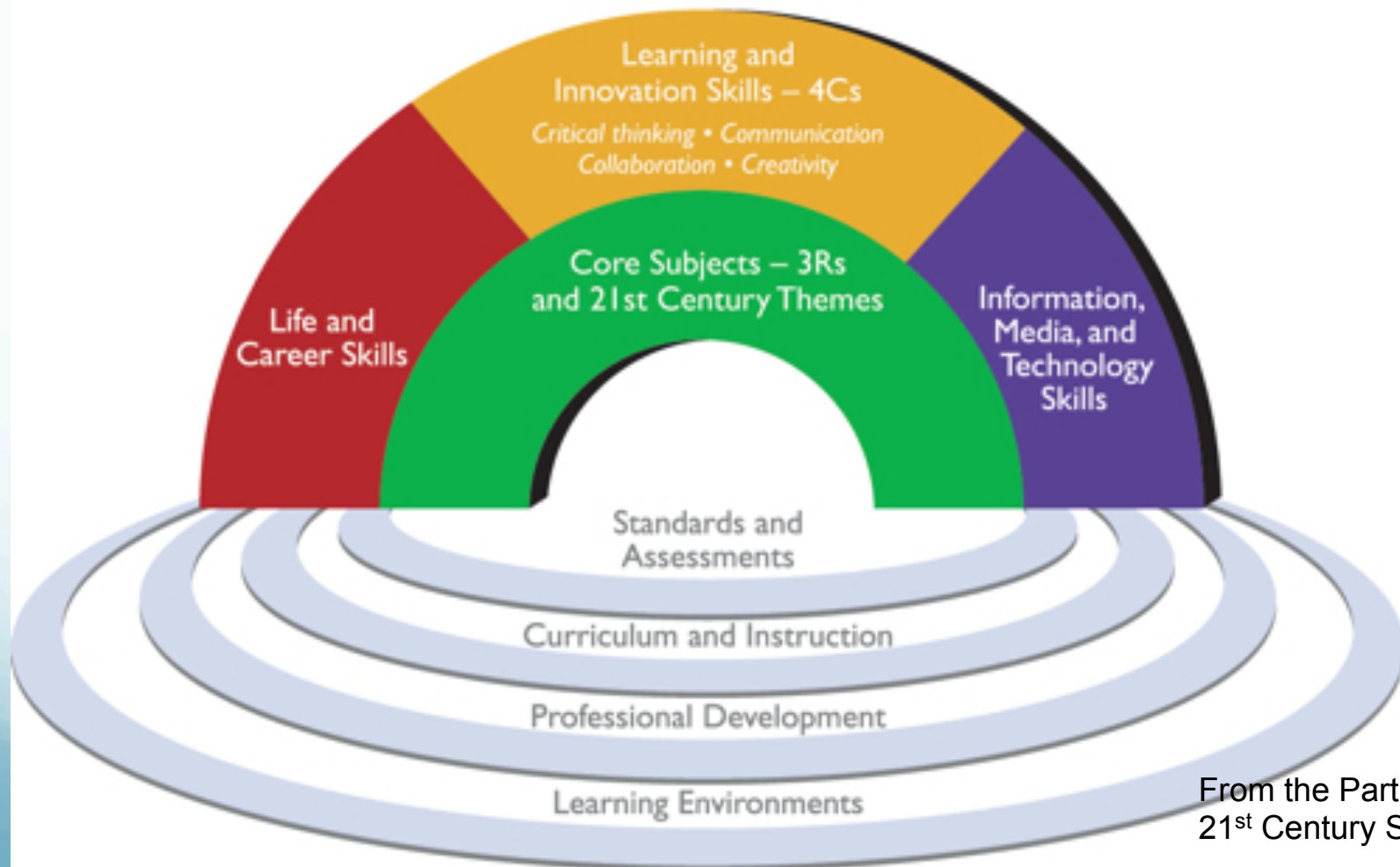
-  Student
-  Qualified Teacher
-  Instructional Aide/student teacher/City Year/SPED teacher

SURVEY OF STUDENTS BEFORE AND AFTER THE PILOT POINT TO INEVITABILITY OF DIGITAL TEXTS

Info to come from results to be collected in two week...just before the conference.

COPIA'S PLATFORM SUPPORTS THE CALL FOR 21ST CENTURY SKILLS

21st Century Student Outcomes
and Support Systems



From the Partnership for
21st Century Skills

HOW IS THE COPIA PLATFORM TRANSFORMING HOW STUDENTS LEARN?

- ✓ **Schools have access to a wider range of books**
- ✓ **Schools can purchase books that meet the needs of the students**
- ✓ **Teachers can see how a student reads as they read**
- ✓ **Students can access supports to make texts more accessible**
- ✓ **Digital texts are integrated with CCSS assessments, peer interaction and assignments**

Students Have Access To The Classroom E-reading Materials with Full Literacy Supports

The screenshot shows a course page for "11th Grade English" on a learning management system. The page is organized into several sections:

- Header:** Includes the Los Angeles Unified School District logo, navigation links (My Copia, Community, Apps & Readers, Tour, About), a search bar, and "Settings" and "Log out" buttons.
- Course Information:** Displays the course description ("11th Grade English") and the course instructor, Nick Deligencia.
- Manage your course:** A section with a "Hide" button and four options: "Invite students", "Add homework assignment", "Upload course material", "Create Course Discussion", and "Advanced Options".
- LATEST ANNOUNCEMENTS:** A section with a text input field for sharing announcements and a "SEND" button.
- STUDENTS:** A section with a "View all" button and five student profile cards (Nick D., YANOT..., WILME..., WILLI..., WILFR...).
- COURSE CURRICULUM (2):** A section with a "View all" button and two book covers: "The Things They Carried" by Tim O'Brien and "The Catcher in the Rye" by J.D. Salinger.
- COURSE DISCUSSIONS (2):** A section with a "View all" button and two discussion entries: "Period 2: 5/10/13: Access Test" (started by Nick Deligencia 14 hours ago) and "May 9, 2013--9:00 AM--Period 1" (started by Kenneth Valle 18 hours ago).

On the left side of the page, there is a sidebar with a circular profile picture of three people and the text "11th Grade English". Below this, there are navigation links: "Course page", "Library", "People", "Discussions", and "Teacher's dashboard".

Copia Fuels Interaction for Students; Teachers See HOW Students Read While They Read

The screenshot displays a digital reading application for the play 'Romeo and Juliet'. The main text area on the left shows the Prince's speech, with line numbers 2, 11, and 12. The right sidebar, titled 'NOTES AND HIGHLIGHTS', features a navigation menu with 'LATEST', 'JUST ME', 'MY FRIENDS', and 'MY GROUPS'. Under 'My Notes', a note from 'Fruit 'Coaster' highlights the lines 'Three civil brawls, bred of an airy word, By thee, old Capulet, and Montague, Have thrice disturb'd the quiet of our streets'. Under 'My Friends' Notes', a note from 'Xtina' highlights 'Canker'd with peace, to part your canker'd hate'. The interface includes a search bar, navigation icons, and a progress bar at the bottom.

Romeo and Juliet

search this book

PRINCE

Rebellious subjects, enemies to peace,
Profaners of this neighbour-stained steel,--
Will they not hear? What, ho! you men, you beasts,
2 That quench the fire of your pernicious rage
With purple fountains issuing from your veins,
On pain of torture, from those bloody hands
Throw your mistemper'd weapons to the ground,
And hear the sentence of your moved prince.
Three civil brawls, bred of an airy word,
11 By thee, old Capulet, and Montague,
Have thrice disturb'd the quiet of our streets,
And made Verona's ancient citizens
Cast by their grave beseeeming ornaments,
To wield old partisans, in hands as old,
Canker'd with peace, to part your canker'd hate:
If ever you disturb our streets again,
Your lives shall pay the forfeit of the peace.
12 For this time, all the rest depart away:

NOTES AND HIGHLIGHTS

LATEST JUST ME MY FRIENDS MY GROUPS

My Notes [view notebook](#)

this first scene also introduces us to Romeo the lover. But that introduction comes with a bit of a shock. In a play called Romeo and Juliet we would expect the forlorn Romeo to be lovesick over Juliet. But instead he is in love with Rosaline. Who is Rosaline? The question lingers through the play. She never appears onstage, but many of Romeo's friends, unaware that he has fallen in love with and married Juliet, believe he is in love with Rosaline for the entirety of the play.

< 1 hour ago

My Friends' Notes [view all](#)

Fruit 'Coaster

**Three civil brawls, bred of an airy word,
By thee, old Capulet, and Montague,
Have thrice disturb'd the quiet of our streets**

This scene introduces Paris as Capulet's pick for Juliet's husband and also sets into motion Romeo and Juliet's eventual meeting at the feast. In the process, the scene establishes how Juliet is subject to parental influence.

< 1 hour ago

Xtina

Canker'd with peace, to part your canker'd hate

The specter of parental influence evident in this scene should

Page 234 of 2845

Copia Blurs Traditional Instructional Modes: Teachers & Students Communicate In Class & Online Discussion Groups, Digital Assignments & Text


The screenshot displays a user profile for Nick Deligencia on the left and a discussion topic on the right. The user profile includes a circular profile picture of Nick Deligencia, his name, and a sidebar menu with options: MY COPIA, Activity Feed, Requests (0), Library, People, Groups, Notebook, and Discussions. The discussion topic is titled "Essay Prompts for Frederick Douglass's Narrative" and was started by Nick Deligencia. It has 7 comments and 1 contributor. The group is "Mr. Deligencia - 11th Grade Literature". Below the topic title are buttons for "ADD A COMMENT" and "DELETE TOPIC". The post content includes a smaller profile picture of Nick Deligencia, the title "Essay Prompts for Frederick Douglass's Narrative", and the text: "Each student must write an essay in response to ONE of the prompts below (in the first 4 replies). Students will only receive credit for one essay. In the event a student submits multiple essays, only the first essay received will be scored. The final, DIGITAL/ELECTRONIC draft of the essay is due on or before 08:00 AM, THURSDAY, NOVEMBER 15, 2012. Essays must be emailed to Nick.Deligencia@NOWacademy.org. Name files/attachments using this convention: Lastname Firstname--assignmenttype assignmenttitle. Any late essays must be hand-delivered by the student's parent/guardian listed in NOW Academy records." At the bottom of the post are links for "Reply | Report | Edit | Delete" and a "6 posts" indicator.

MY COPIA

- Activity Feed
- Requests (0)
- Library
- People
- Groups
- Notebook
- Discussions


my discussions


Show Spoilers

 **Essay Prompts for Frederick Douglass's Narrative**
Started By: [Nick Deligencia](#)
7 Comments 1 Contributors

Group: [Mr. Deligencia - 11th Grade Literature](#)

ADD A COMMENT **DELETE TOPIC**

Posted: 10/29/12 | 12:07 AM ; Last Modified 10/29/12 | 12:28 AM  0

 **Essay Prompts for Frederick Douglass's Narrative**

[Nick Deligencia](#)

Each student must write an essay in response to ONE of the prompts below (in the first 4 replies). Students will only receive credit for one essay. In the event a student submits multiple essays, only the first essay received will be scored.

The final, DIGITAL/ELECTRONIC draft of the essay is due on or before 08:00 AM, THURSDAY, NOVEMBER 15, 2012.

Essays must be emailed to Nick.Deligencia@NOWacademy.org

Name files/attachments using this convention:
Lastname Firstname--assignmenttype assignmenttitle

Any late essays must be hand-delivered by the student's parent/guardian listed in NOW Academy records.

[Reply](#) | [Report](#) | [Edit](#) | [Delete](#) 6 posts

Teacher Has Access To CCSS Aligned Student

The screenshot shows a web interface for tracking student progress. At the top left is the Los Angeles Unified School District logo with the text "powered by COPIA". The top right has "Settings" and "Log out" buttons. Below the logo is a sidebar with a circular profile picture of a group of people and the text "11th Grade English". The sidebar contains links for "Course page", "Library", "People", and "Discussions". The main content area is titled "STUDENT PROGRESS" and includes a search bar and a "SHOW" button. Below this is a section for "PROGRESS RESULTS" with two sub-sections: "TOP PROGRESS (20)" and "MID PROGRESS (25)". Each student's progress is shown with a profile picture, name, page number, and a progress bar with a percentage.

Settings Log out

My Copia Community Apps & Readers Tour About Search

STUDENT PROGRESS

Select a book and pages to show the class progress

Book: The Things They Carried (Sp... Pages: from - to SHOW

PROGRESS RESULTS

TOP PROGRESS (20)

MAYRA ALEM... p.45 3/3	DANIEL ARR... p.159 3/3	JETHRO ASE... p.101 3/3	TIFFANY CA... p.70 3/3
LIBORIO CA... p.14 3/3	JESSICA CH... p.120 3/3	BRANDON GA... p.150 3/3	JONATHAN G... p.167 3/3

MID PROGRESS (25)

ADOLFO AGU... p.10 1/3	ROMARIO BO... p.2 1/3	ANDREW CES... p.78 1/3	ROSA CAYET... p.127 1/3
ADRIANA DE... 1/3	JACKELINE 1/3	KAREN ESTR... 1/3	SANGMI EUM 1/3

WHAT ARE TEACHERS AND STUDENTS SAYING?

Insert data from pilot survey

FOR MORE INFORMATION....

For more information about the pilot, pilot results, and technology enhanced instructional designs, please contact:

Rebecca Tomasini

Founder and CEO at The Alvo Institute

rebecca@thealvoinstitutue.com or Visit our

Website www.thealvoinstitutue.com

For information about The Copia visit

www.thecopia.com