



School Implementation of Story-Driven, Evidence-Based Teaching and Learning

It is critical that at least one faculty member champion this pilot- ideally the principal or superintendent. However, it is just as important to have teacher enthusiasm for the program. We should establish relationships with at least one administrator and one teacher before our pilot begins. There must be a project leader in the school/district administrative team to ensure ongoing support, enthusiasm and protection of the prioritization of the program as the emergencies of the year roll out.

The purpose of the training is to prepare teachers, using the AwesomeStories platform and archive, to build instructional lessons and assignments to find and leverage stories and primary sources enabling students to experience contemporary authentic learning. In the teacher professional development sessions and intervening support, teachers will be invited to:

Use the AwesomeStories archive of research-based stories introduce students to rigorous, grade appropriate analysis of story assumptions and assertions and to analyze the story in view of the authentic sources provided.

Plan the presentation of story-driven lessons in whole class instruction, collaborate work groups and individual research, assignments and assessments.

Upload classes into the GOLD teacher dashboard

Create assignments using stories and learning tasks from the AwesomeStories archive,

Create new learning tasks, assign work to individual students, groups and whole classes.

Grade sample student work in their GOLD dashboard.

Login and respond as a student to assignments to see the student's perspective.

Use the member StoryMaker to create a story to deliver a unit's content including a media stream of various primary and secondary sources.

Use Reports to view individual and class progress

Share assignments and stories with fellow teachers and publish to the AwesomeStories website, if desired.

AwesomeStories Classroom Implementation Planning Guide

Faculty Participants (register each)

	Names, email addresses, phone #s, title, subject, grade for all faculty: district admin, school admin, principal, librarian, media specialist, arts, languages, resource teachers
	AwesomeStories Implementation Leader (name, title, time allocated to project)
	Ongoing onsite support availability – IT, instructional technology, media specialist

School Technology Status

	Access to computers in classrooms:
	List availability of interactive white boards, document cameras, and projectors.
	Internet bandwidth description

Implementation, Training, Support Preparation

	Start up meeting- in person or by webinar—district admin (if district implementation), principal(s), instructional leaders, department heads— review of plan and agreement on implementation steps.
	Faculty survey on technology, story, and primary source usage and integration including Alan November “6 Questions.
	Student survey on technology, story, and primary source usage and integration

Launch Training

	Introduction to Awesome Stories Story and Evidence Archive - “Teach a lesson like you try a
	Instructional overview—Alan November, Media Literacy, Reading for Meaning, Sam Wineburg— “historical thinking” and the learning opportunities of authentic sources.
	Awesome Search™ Advanced Search Capabilities and 360 ^O learning.
	Practice using the content and search capabilities – Scavenger Hunt
	Introduction of Teacher GOLD Virtual Classroom – upload class lists, create assignments, access Learning Task archive, build Learning Tasks, assign, grade, share and publish
	Teacher registration of all of their students in linked accounts
	Teachers login using linked student access and complete and submit sample assignment for

Progress Sharing

	Teachers meet in departmental groups to share lessons created that support scope and sequence
	Review of creating assignments and grading
	Presentation of Teacher and Student GOLD MemberStoryBuilding platform
	Teachers each build a story to guide a unit
	Review of GOLD (Classroom and PLATINUM (School/District Report Capabilities – activity overview, time on task, page views, assignments created, submitted, grades

Conclusion: Final weeks

	Publishing of assignments and stories created by teachers on the AwesomeStories website
	Faculty Survey on technology integration and Review of AwesomeStories
	Student Survey on technology use and Review of AwesomeStories
	Evaluation by principal, project leader, and AwesomeStories staff
	External evaluation