



# Cloud-Based Instructional Services

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## Cloud-Based Instructional Services

Cloud-based instructional services are a form of e-learning tools/services offered by Oneida-Herkimer-Madison BOCES. They make use of an online platform with regionally or locally developed content and all courses are completely customizable. The online platform Buzz is similar to other online course management systems. This solution pairs the platform with the Common Core curricula content developed by local teachers.

### Platform Features

- Teacher and student control center
- Online, interactive content, correlated with state and national standards, some examples are:
  - Customizable Presentations
  - Student Facing Worksheets and Activities
  - Text and Video
  - Flipped Videos
- Online gradebook that now syncs with Schoology.
- Communication features such as announcements, discussion boards, and internal email.
- Online assessments that are correlated with state and national standards, providing detailed analytics.

### Three Instructional Delivery Methods

The three delivery methods listed below are the most widely used. Districts can select from the methods that best fit their needs.

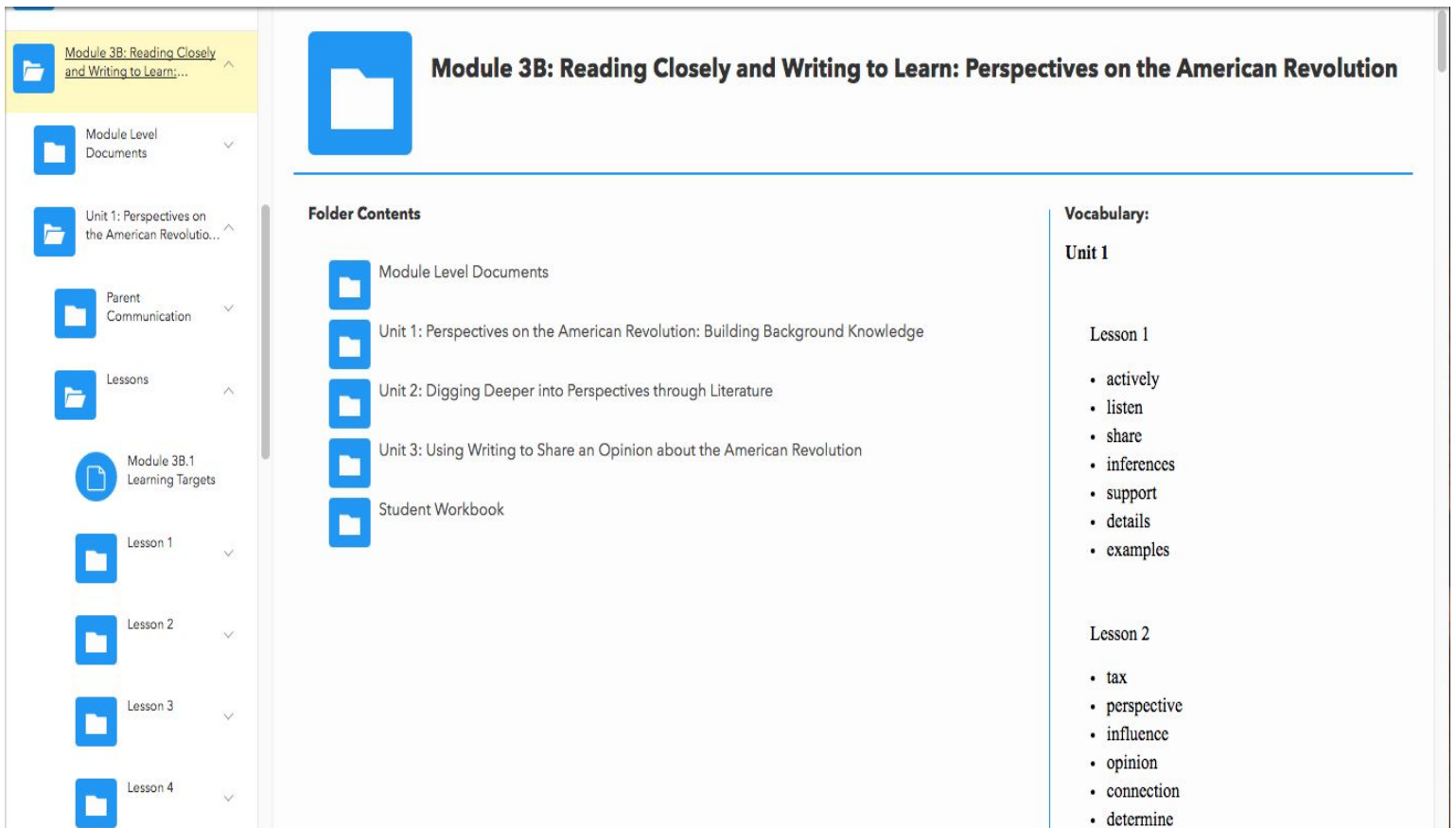
- Option 1-- Credit Recovery
- Option 2-- Online Supplemental (Blended Instruction)
- Option 3-- Online Instructional Delivery

### Other Uses

- Professional Development
- Content Dissemination
- Administrative Tracking
- AIS Support
- Regional Assessments

## Addressing New York State Common Core

In response to the excessive printing requirements of the NYS Common Core rollout, OHM BOCES has placed the Common Core content in Buzz to provide classroom teachers with regularly updated, easy to navigate electronic access to all Common Core Math and ELA files. In addition, local teachers enhance the offering by creating support files that allow teachers to focus on delivering instruction, rather than preparing to deliver instruction. This design affords a targeted printing model that can reduce district printing costs.



**Module 3B: Reading Closely and Writing to Learn: Perspectives on the American Revolution**

**Folder Contents**

- Module Level Documents
- Unit 1: Perspectives on the American Revolution: Building Background Knowledge
- Unit 2: Digging Deeper into Perspectives through Literature
- Unit 3: Using Writing to Share an Opinion about the American Revolution
- Student Workbook

**Vocabulary:**

**Unit 1**

Lesson 1

- actively
- listen
- share
- inferences
- support
- details
- examples

Lesson 2

- tax
- perspective
- influence
- opinion
- connection
- determine

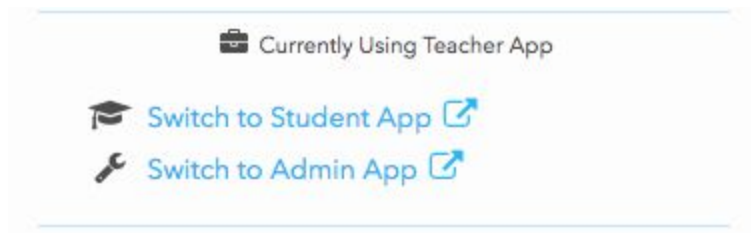
### Online content includes:

- Files organized to the lesson detail within each Domain or Module
- All student worksheets converted to editable documents for download and modification.
- All images available electronically for easy projecting.
- Additional enhancements being developed include teacher preparation notes, presentation files, condensed outlines, and regional discussion boards.

## The Flexibility of an LMS

Buzz allows a single account to occupy multiple roles. An individual can switch from teacher role to student role to observer role with the click of a button. This changes the dynamics by integrating teaching, curriculum dissemination, and professional development in one platform.

	Student	Teacher	Administrator	Trainer	Student Support Staff/Parent
<b>Blended</b>	Student	Teacher			Observer
<b>Online</b>	Student	Teacher			Observer
<b>Training and Development</b>		Student	Student or Teacher	Teacher	
<b>APPR</b>		Student	Teacher or Student		

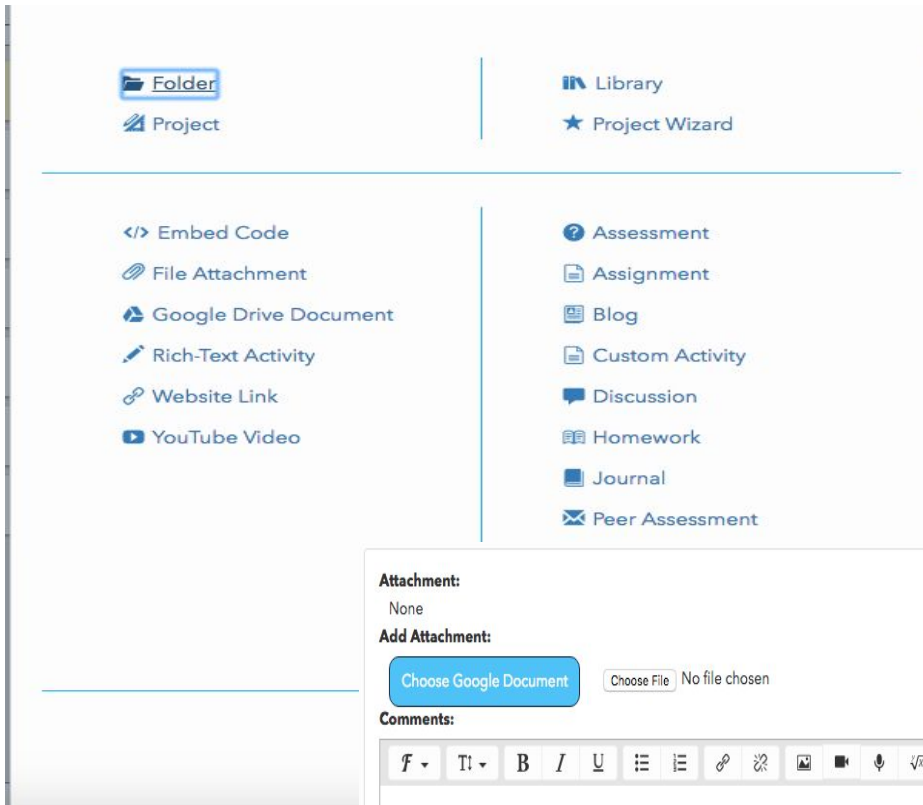


## Access Use and Models

Level	Access to OHM Curriculum	Access to Assessments	Access to Authoring Curriculum	Access to Gradebook and Analytics	Access to Admin Dashboard
<b>Entry Level</b>	X	X			
<b>Student</b>	X			X	
<b>Teacher</b>	X	X	X	X	
<b>Admin</b>				X	X
<b>Parent/Observer</b>	X			X	

## Highlights of the Buzz platform

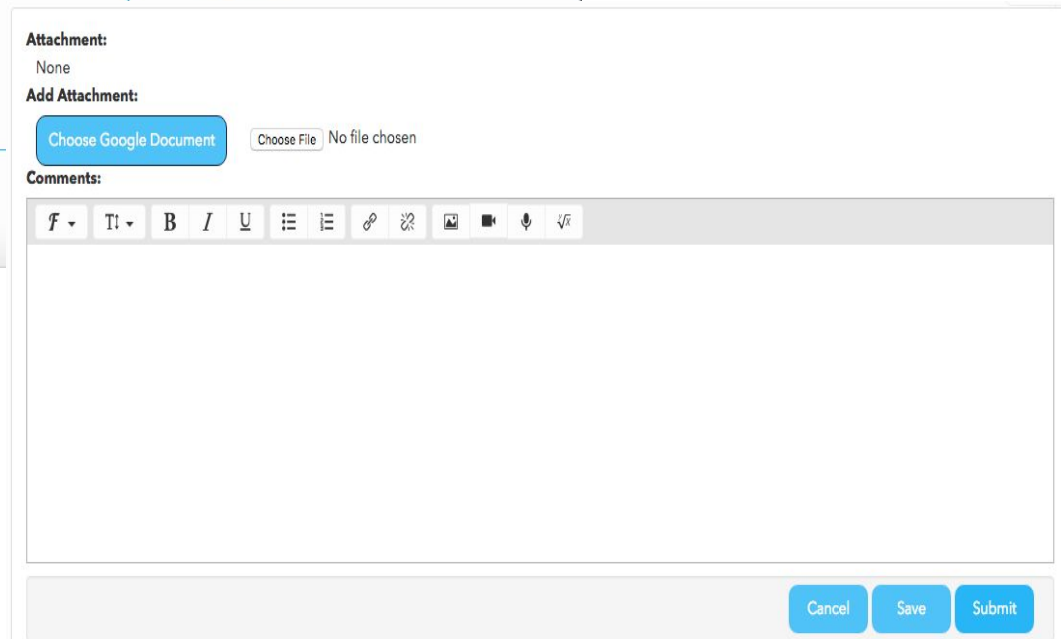
### *Dynamic and Robust Authoring Options*



Every item affords the ability to differentiate instruction with the “group setup” feature.

### *Versatile Student Interface*

Multiple types of electronic files can be submitted, including cloud-based documents such as Google docs, video and audio submissions as well.



## Standards Based Alignment

Course learning objectives are used to measure learning outcomes. Buzz enables users to align lesson content, activities, and exam questions with objectives. This helps to ensure that objectives are presented, assessed, and mastered. You may add objectives manually, import objectives, or add objectives that have previously been loaded into the system.

The interface is divided into two main sections: a sidebar on the left and a main content area on the right.

**Sidebar (Competencies):**

- Filter: [ ] Edit
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-  
Non-gradable: (15) Gradable: (0)
- L.4.5.c - Demonstrate understanding of words by relating them to their opposites  
Non-gradable: (5) Gradable: (0)
- L.4.5.b - Recognize and explain the meaning of common idioms, adages, and  
Non-gradable: (0) Gradable: (0)
- L.4.5.a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a  
Non-gradable: (30) Gradable: (7)
- L.4.4.c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both  
Non-gradable: (34) Gradable: (2)
- L.4.4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to  
Non-gradable: (15) Gradable: (1)
- L.4.4.a - Use context (e.g., definitions, examples, or restatements in text) as a clue  
Non-gradable: (45) Gradable: (3)
- L.4.3.c - Differentiate between contexts that call for formal English (e.g., presenting  
Non-gradable: (0) Gradable: (0)
- L.4.3.b - Choose punctuation for effect.

**Main Content Area:**

- Tasks
- Content Status: 4 ELA
- Comments/ Suggestions/ Corrections
- How to Navigate the 4th Grade ELA Master Course
- Module 1A: Becoming a Close Reader and Writing to Learn: Oral Tradition, Symbolism, Building Community
  - CCR.L.1 x CCR.L.4 x CCR.R.11 x CCR.SL.1 x CCR.W.2 x CCR.W.5 x CCR.W.9 x CCR.W.11 x
  - CCSS.ELA-Literacy.W.4.11 x L.4.1.f x L.4.1.f x L.4.5.a x L.4.5.a x L.CCR.1 x L.CCR.4 x RI.4.1 x RI.4.1 x
  - RI.4.2 x RI.4.2 x RI.4.7 x RI.4.7 x RI.4.9 x RI.4.9 x RL.4.1 x RL.4.1 x RL.4.2 x RL.4.2 x RL.4.5 x
  - RL.4.5 x RL.4.11.a x SL.4.2 x SL.4.2 x SL.4.4 x SL.4.4 x SL.CCR.1 x W.4.4 x W.4.4 x W.4.8 x
  - W.4.8 x W.4.10 x W.4.10 x W.CCR.2 x W.CCR.5 x W.CCR.9 x
- Module 1 (Pre-7/17/14 release) - OHM enhanced
  - CCR.L.1 x CCR.L.4 x CCR.R.4 x CCR.SL.1 x CCR.W.2 x CCR.W.9 x L.4.2.c x L.4.2.c x L.4.4.c x
  - L.4.4.c x L.CCR.1 x L.CCR.4 x R.CCR.4 x RI.4.1 x RI.4.1 x RI.4.2 x RI.4.2 x RI.4.3 x RI.4.3 x
  - RI.4.5 x RI.4.5 x RI.4.7 x RI.4.7 x RI.4.8 x RI.4.8 x RL.4.1 x RL.4.1 x RL.4.2 x RL.4.2 x RL.4.3 x
  - RL.4.3 x SL.4.4 x SL.4.4 x SL.CCR.1 x W.4.2.c x W.4.2.c x W.4.5 x W.4.5 x W.4.8 x W.4.8 x
  - W.4.10 x W.4.10 x W.CCR.2 x W.CCR.9 x

## Significant Analytics for Teachers

Buzz presents granular student data such as time on task, last login, personalized objective analysis, and performance.

Total		2h 12m	
<b>Thursday, January 28, 2016</b> (total 1h 1m)		<b>Start Time</b>	<b>Duration</b>
Data Validation		4:20 PM	13m 27s
The Giver Exit Ticket Spreadsheet		4:20 PM	31s
The Giver Exit Ticket		4:20 PM	2s
Chrome Browser Add on's and Extensions		3:51 PM	28m 49s
Chrome Browser Help Section		3:51 PM	32s
Behavior Modification		3:50 PM	1m 10s
Book Club Choices		3:50 PM	2s
Complex Formula Activity		3:49 PM	47s
Example Rubric to use for Goobric		3:32 PM	16m 17s
<b>Thursday, January 21, 2016</b> (total 1h 10m)		<b>Start Time</b>	<b>Duration</b>
Back to School Activity		4:29 PM	14m 13s
Formula Activity		4:17 PM	12m 39s
Header/Footer Activity		3:41 PM	30m 0s
Bookmark Activity		3:36 PM	5m 2s
TOC Activity		3:27 PM	8m 57s

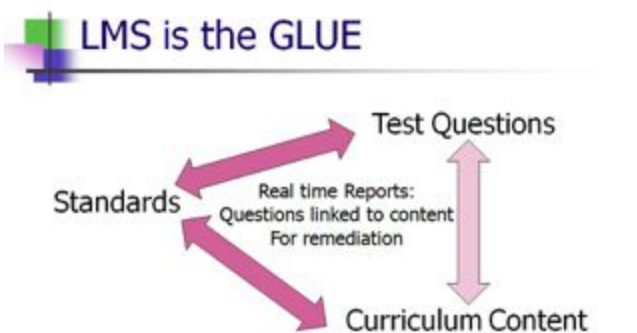
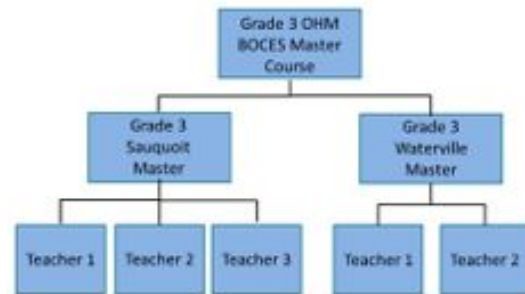
Teachers can see class-wide analytics, including a robust gradebook that includes item analysis and grouping for differentiated assignments.

#	Difficulty	Discrimination	Question text
Q 2			According to the article, why might an elephant rise in the middle of sleeping?
<p>1. According to the article, why might an elephant rise in the middle of sleeping?</p> <p>25% <input type="radio"/> to get something to eat</p> <p>25% <input type="radio"/> to watch over the calves</p> <p><input type="radio"/> to find the rest of the herd</p> <p>25% <input type="radio"/> to protect itself from enemies</p> <p>25% <input type="radio"/> No answer</p> <p>If question 2 is not valid, click <a href="#">here</a> to remove it from the score.</p>			
Q 3			Read these sentences from paragraph 11 of the article. What is the meaning of submerged as it is used here?
Q 4			Which detail from the article explains why grazing animals sleep for short periods of time?

### Curriculum Alignment within District

Course setup allows for a master course to be created at any level with multiple authors. Child courses can be established below that receive all of the parent content, but can be personalized at a local course level. In this way, a guaranteed curriculum can be disseminated and longevity maintained beyond a teacher's tenure.

### Course Chaining Example



### Transparency and standards-based targeted feedback for students

The Buzz platform connects the standards with both the content and assessment questions to provide a continuous feedback loop. This empowers students to be accountable for their own learning.

Every assessment question can offer feedback for students in written, audio or video format to provide essential real time remediation.

Assessments linked to standards provide performance reports that direct students to the content tied to deficiencies.

**X** 1. According to the article, why might an elephant rise in the middle of sleeping?

- to get something to eat
- to watch over the calves
- to find the rest of the herd
- to protect itself from enemies

0 of 1

**✓** 2. Read these sentences from paragraph 11 of the article.

**A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on top of its head.**

What is the meaning of submerged as it is used here?

- relaxed
- on the shore
- sound asleep
- beneath the surface



## Curriculum Development

OHM BOCES is committed to providing the best content for teachers to use. Regional courses make use of teacher-developed content and may incorporate additional OHM BOCES services, such as digital media, e-textbooks, virtual reference library and library databases. Curriculum development consists of the following:

Teams of exemplary teachers per subject area form the development teams. These teams:

- Create condensed outline, identifying major course units.
- Create expanded outline, identifying section level details and timeline.
- Create daily plans with suggestions for content, activities, and assessments.
- Create section details with anticipatory set, standards, materials, resources, references, objectives, and assessments.
- Develop an online course structure, using the course outline.
- Populate course with presentations, activities, worksheets, quiz items, and links to supplemental resources.

### Buzz Demo Courses

Want to see first hand what our curriculum teams are developing and what this can mean for your classroom? Check out our Demo Courses!

Click [here](#) for Demo Course Access

**Username:** student1   Or   **Username:** teacher1 (this is for anyone interested in authoring)  
**Password:** oneida                      **Password:** oneida

