



# **Enhancing Instruction through Technology Integration**

## **Professional Development Modules**

## Table of Contents

### Category: Curriculum Development

Creating Technology Rich Lessons.....	5
Infusing Technology Rich Lessons into Instruction.....	6
Setting Expectations with Rubrics .....	7
Using Assessments to Make Data Informed Decisions .....	8
Technology and the Project Based Classroom .....	9
The World of Web Quests.....	10
Including Technology in Backward Planning.....	11
Differentiated Instruction with Technology.....	12

### Category: Leadership and Technology Planning

Building a Technology Development Plan .....	13
Implementing a 1:1 Environment (multi-year approach) .....	14
Managing a 1:1 Environment.....	15
Managing a Technology Rich Classroom .....	16
21st Century Skills and the Digital Classroom.....	17
Evaluating Student Work Exhibits.....	18

### Category: Internet and Web 2.0

Internet Search and Research Strategies .....	19
netTrekking across the Curriculum .....	20
Leveraging Web 2.0 in Instruction.....	21
Category: Media Development	
Digital Cameras in the Classroom .....	22
Digital Storytelling .....	23
Podcasting across the Curriculum .....	24

### Category: Software Integration

Introduction to Windows OS and Technology Integration .....	25
Microsoft Office Functionality and Technology Integration .....	26
Integrating the Adobe Digital School Collection .....	27

### Category: Hardware Integration

Introduction to the Mobile Computing Device (Teachers) .....	28
Introduction to the Mobile Computing Device (Students and Parents) .....	29
Integrating the Mobile Computing Device into the Curriculum.....	30
Integrating an Interactive Whiteboard into the Curriculum .....	31
Integrating an Interactive Pad or Slate into the Classroom .....	32
Integrating Student Responders into the Classroom .....	33

## Technology is a Bridge to Learning

The most critical factor in successful academic achievement by students is the effectiveness of the teaching in the classroom. Technology, when employed with a focus on academic objectives and student learning, can help enhance classroom instruction and lead to improved academic achievement. Pearson's Enhancing Instruction through Technology Integration professional development services provide educators with pedagogical strategies and approaches that leverage the technology available in their classroom to increase student learning and understanding.

Our technology integration professional development programs can include direct instruction to teachers, leadership support, instructional coaching and modeling, and diagnostic analysis. By unlocking the power of instructional technology and digital resources, Pearson consultants can help teachers foster deeper engagement in interactive, real world learning activities that address individual student strengths, needs and learning styles.

### **Pearson's Enhancing Instruction through Technology Integration modules**

Successful instruction through technology integration requires a strong vision, scalable project, and a sustainable plan. Working with you to clearly understand the specific needs of your school or district, Pearson consultants will provide a comprehensive professional development plan that can include direct instruction of groups of up to 25 participants, coaching and modeling for individual teachers or teacher teams, and leadership support for school or district leaders.

Pearson consultants coordinate with you to draw upon the professional development modules listed in this catalog and craft an implementation plan of two or more days that will be tailored to meet the instructional goals and needs of your school or district. Such an approach also provides the flexibility to fit the program we tailor for you into a professional development schedule you may already have in place.

### **What might a professional development program look like?**

Typically, through the use of simple online surveys, our implementation plans for technology integration professional development are created after gathering information from you and your staff about the types of instructional technology available, the specific areas of instructional need, and the existing level of technology literacy among your teachers.

Our professional development content can typically be aligned to the specific technologies available in your district such as interactive whiteboards, pads or slates, student responders, digital video cameras, and document cameras as well as software available on site and on the web.

However, with such a diverse and expansive array of professional development modules available to you, it can be difficult to visualize how a program might be implemented. On the next page are some suggested 2- to 3-day starting points for thinking about what a technology integration professional development program might look like in your school or district based upon some of the most common needs we've seen among our previous customers.

The power of the approach taken by our consultants is that these starting points can be adapted or augmented from the entire list of modules contained in this catalog to meet your specific goals, schedules and budget.

## Suggested Starting Points

For schools or districts with interactive whiteboards	For schools or districts with technology-rich learning environments	For schools or districts new to technology integration concepts
<p><b>Transforming Instruction with Interactive Whiteboards</b></p> <ul style="list-style-type: none"> <li>Integrating an Interactive Whiteboard into the Curriculum (<i>see page 31</i>)</li> <li>Creating Technology-Rich Lessons (<i>see page 5</i>)</li> <li>Infusing Technology-Rich Lessons into Instruction (<i>see page 6</i>)</li> </ul>	<p><b>Instructional Strategies for a 1:1 Computing Environment</b></p> <ul style="list-style-type: none"> <li>Managing a 1:1 Environment (<i>see page 15</i>)</li> <li>Managing a Technology-Rich Classroom (<i>see page 16</i>)</li> <li>Differentiated Instruction with Technology (<i>see page 12</i>)</li> </ul>	<p><b>Integrating Technology to Create a 21st Century Classroom</b></p> <ul style="list-style-type: none"> <li>21st Century Skills and the Digital Classroom (<i>see page 17</i>)</li> <li>Technology and the Project-Based Classroom (<i>see page 9</i>)</li> <li>Differentiated Instruction with Technology (<i>see page 12</i>)</li> </ul>
<p><b>Participant outcomes:</b></p> <ul style="list-style-type: none"> <li>Effectively use interactive whiteboards to increase student understanding through enhanced class participation</li> <li>Explore technology-rich, project-based learning</li> <li>Create dynamic effective lesson plans using interactive whiteboards</li> </ul>	<p><b>Participant outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify key opportunities to differentiate instruction with technology</li> <li>Create dynamic effective lesson plans in technology rich environments</li> <li>Learn practical steps for creating and managing technology rich lessons in technology rich classrooms</li> </ul>	<p><b>Participant outcomes:</b></p> <ul style="list-style-type: none"> <li>Gain an understanding of 21st century learning</li> <li>Explore a variety of hardware and software integration options that enhance instruction</li> <li>Identify key opportunities to differentiate instruction with technology</li> </ul>

## Coaching and Modeling services

With these starting points or any implementation plan tailored specifically for your school or district, Pearson’s consultants can also provide an array of coaching and modeling services that provide K-12 educators with job-embedded opportunities to deepen their skills and teaching strategies. Our technology integration consultants can work with you to design a coaching and modeling approach that will have a lasting and sustained impact on participants’ instructional practice. Delivered in two-day increments or more, our coaching and modeling services are designed leveraging a combination of the following coaching and modeling activities:

- Demonstration and modeling of effective lessons
- Live observation of instructional practice with feedback
- Co-teaching by a Pearson consultant
- Lesson analysis and debriefing
- Guided analysis of videos for learning
- And more!

## Additional services

Pearson also offers additional services that can be used to craft a comprehensive approach to enhancing instruction and student learning:

- Leadership support:** A Pearson consultant works with administrators in digitally rich learning environments; the consultant can assist with technology planning and curriculum support.
- Diagnostic services:** Pearson provides diagnostic approaches and tools in assessing the learning environment to identify specific areas of instructional need.

# Creating Technology Rich Lessons

## Description

This workshop will help participants develop a definition of effective technology integration. After reviewing and evaluating a variety of effective technology integration strategies, participants will modify or create an effective technology rich lesson.

## Objectives

- Reflect on definition of effective technology integration
- Identify and define effective use of technology
- Evaluate a lesson, stating the criteria the lesson meets and one way to improve the quality and effectiveness of the lesson
- Modify or write a lesson plan that meets the criteria for effective technology use
- Share a newly created lesson plan with the group and use criteria to evaluate that lesson

## Evidence of Learning

- List the criteria for effective use of technology
- Provide collegial suggestions for enhancing a lesson plan using the criteria
- Write or modify a content rich lesson plan that incorporates effective uses of technology

## ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning
- 5c Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

# Infusing Technology Rich Lessons into Instruction

## Description

This module helps participants to infuse technology into their classrooms using ten specific research based strategies. The module references the groundbreaking work of Robert Marzano. Implementation strategies and examples are presented to work within a technology rich environment.

## Objectives

- Reflect on your definition of effective technology integration
- Identify different levels of implementation in relation to effective technology integration
- Explore research and strategies for improving classroom instruction
- Create or modify a content rich lesson plan that incorporates at least one strategy and meets the Criteria for Effective Technology Use
- Share a new lesson plan with the group, and use criteria to evaluate that lesson

## Evidence of Learning

- Complete the Level of Implementation document
- Create or modify a content rich lesson plan that incorporates at least one new strategy and effectively uses technology to improve instruction

## ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 5c Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

## Setting Expectations with Rubrics

### Description

The main purpose of this module is to help teachers answer the question, “How do I use rubrics effectively and objectively to measure student achievement?” It is designed to give teachers a hands-on introduction to the purposes, benefits, and challenges of identifying and using high quality rubrics.

### Objectives

- Discuss assessment issues with colleagues
- Understand that rubrics are more than checklists (i.e., they include clear descriptors that are reliable, valid, coherent, developmentally appropriate and user-friendly)
- Understand when it is most appropriate to use rubrics
- Identify online rubric resources and successfully modify them
- Assign values to different rubric criteria to show students what is important
- Use rubrics as ongoing assessment tools embedded in performance tasks and designed to help students improve their work over time

### Evidence of Learning

- Participants locate and identify relevant rubric resources
- Participants create a new rubric or modify an existing rubric to use with students in their own classroom

### ISTE NETS standards addressed

- 2d Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching
- 3d Teachers model and facilitate use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- 5a Teachers participate in local and global learning communities to explore creative applications of technology to improve student learning

# Using Assessments to Make Data Informed Decisions

## Description

Participants will learn how to design and interpret evaluation tools in order to drive instructional decisions.

## Objectives

- Identify which summative and formative data are used at your school
- Identify additional online and site-specific resources available for use in data gathering
- Disaggregate student data in order to answer a series of questions
- Prioritize school-wide problems and discuss appropriate research-based solutions (for administrators)
- Create a lesson plan that addresses area of concern identified by the data (for teachers)

## Evidence of Learning

- Analyze formative and/or summative data reports in order to identify areas of concern
- Identify additional resources for gathering data
- Create a plan that addresses an area of concern as identified during data analysis

## ISTE NETS standards addressed

- 2d Teachers provide students with multiple and varied formative and summative assessment aligned with content and technology standards and use resulting data to inform learning and teaching
- 5b Teachers exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- 5c Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging tools and resources in support of student learning

# Technology and the Project Based Classroom

## Description

This module introduces participants to the key elements in managing technology and project-based learning at the classroom level. Tips for effective planning, implementation, and assessment will be shared as colleagues develop new skills necessary for managing a technology rich project based classroom.

## Objectives

- Identify critical elements of project based learning experiences
- Identify how and when technology integration is appropriate in a project based classroom
- Use basic curriculum mapping skills to structure cross-curricular project based learning experiences
- Develop systems for monitoring student progress during project-based learning experiences
- Articulate the role that rubrics, exemplars, and performance play in the monitoring and assessment of project based learning experiences
- Identify strategies to meaningfully engage students, parents, and community partners in project based learning experiences

## Evidence of Learning

- Participants will identify systems that effectively manage a project based learning classroom environment
- Participants will design a standards based lesson plan which incorporates technology and an effectively managed project based learning experience

## ISTE NETS standards addressed

- 1b Teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3b Teachers collaborate with students, peers, parents and community members using digital tools and resources to support student success and innovation

# The World of Web Quests

## Description

During this module, participants will identify a Web Quest and how it serves as a structure for activities that address higher-order thinking skills. A collegial exploration of the types of Web Quests and developmental resources available will guide the creation of an effective content rich Web Quest.

## Objectives

- Identify specific elements of a Web Quest, including the definition, major components, rationale, and evaluation methods
- Explore graphics control, linking, color theory and design for web pages
- Use a rubric to evaluate a Web Quest
- Generate ideas and locate resources for the development and implementation of a Web Quest
- Create an effective content rich Web Quest
- Model ethical use of material used as part of the creation and administration of the Web Quest

## Evidence of Learning

- Participants will answer guiding questions to begin generating a classroom Web Quest
- Participants will identify quality Web Quest resources
- Participants will develop a Web Quest for student use

## ISTE NETS standards addressed

- 1b Teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies and abilities using digital tools and resources
- 4a Teachers advocate, model, and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources

## Including Technology in Backward Planning

### Description

During this module, participants will develop an understanding of the successful integration of technology and backward planning as an effective strategy for use during the development and implementation of project based instruction.

### Objectives

- Identify the steps involved in the backward planning of a project
- Outline the challenges and benefits of using technology in the backward planning of a project
- Evaluate and reconcile the appropriate use of technology in the planning and implementation of project based learning experiences
- Identify resources available to help teachers backward plan projects that utilize technology
- Determine solutions to some of the challenges of the integration of technology and backward planning

### Evidence of Learning

- Begin the development of a technology rich project based learning experience that effectively uses a backward planning approach
- Share project ideas with colleagues
- Participate in collegial feedback discussions

### ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 4b Teachers address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

## Differentiated Instruction with Technology

### Description

The purpose of this module is to give participants a deep understanding for how technology can be used as a tool for differentiating instruction. The course will cover the how, what, and why of differentiation. It will prepare teachers to use technology in the support of differentiation in the classroom to positively impact the learning environment.

### Objectives

- Identify different ways to differentiate instruction
- Discuss why data is a crucial component of differentiation and how tools are available to collect and interpret this valuable data
- Create a lesson that effectively utilizes technology to differentiate instruction and learning

### Evidence of Learning

- Participants will create a lesson that allows for differentiated instruction
- Share that lesson with colleagues and participate in collegial discussion related to feedback

### ISTE NETS standards addressed

- 2b Teachers develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- 4b Teachers address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- 5d Teachers contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

# Building a Technology Development Plan

## Description

The purpose of this workshop is to help schools create a professional development plan for the integration of technology. Participants will evaluate their current school improvement plan, analyze survey results, and create a professional development plan.

## Objectives

- Identify the individual needs of a faculty
- Analyze different methods of professional development
- Align technology professional development to their existing student achievement goals
- Plan a year long professional development program

## Evidence of Learning

- Participants will create a data driven technology infused professional development plan that is aligned with their school improvement strategies

## ISTE NETS standards addressed

- 2b Teachers develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- 4b Teachers address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- 5b Teachers exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building and developing the leadership and technology skills of others
- 1a Educational Administrators inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- 1b Educational Administrators engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- 4e Educational Administrators establish and maintain a robust infrastructure for technology integrated, interoperable technology systems to support management, operations, teaching and learning

## Implementing a 1:1 Environment (multi-year approach)

### Description

This module explores a multi-year approach to the implementation of a 1:1 (mobile computing device to student) environment. This approach combines face-to-face professional development, onsite visits, as well as the development of a sustainable professional learning community. It is a customized product that is designed specifically for the customer.

### Objectives

- Explore current research on technology in the classroom
- Review existing school improvement plans, planning documents and identified goals in relation to technology integration
- Explore timelines and possible outcomes to identify vision of the ‘end of project experience’
- Review case-studies
- Review existing infrastructure, hardware and software to determine current and future needs
- Explore current educational philosophy and research about Professional Learning Communities
- Evaluate current needs to identify areas best addressed using face-to-face professional development, onsite consultative visits, study groups and professional learning communities
- Discuss how to best assist teachers in acquiring, adapting, and expanding technology skills
- Meet technology integration requirements of reform efforts and improvement plans
- Identify key personnel and resources needed for continued implementation

### Evidence of Learning

- Create a vision of the ‘end of project experience’
- Design an implementation plan

### ISTE NETS standards addressed

- 1a Educational Administrators inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- 1b Educational Administrators engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- 2c Educational Administrators provide learner centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- 3a Educational Administrators allocate time, resources, and access to endure ongoing professional growth in technology fluency and integration

## Managing a 1:1 Environment

### Description

The purpose of this module is to explore classroom management strategies in a one-to-one (1:1) mobile computing device to student classroom environment.

### Objectives

- Articulate challenges and benefits that occur in a technology-rich 1:1 environment
- Use a small-grouping strategy to work with colleagues in order to brainstorm solutions and strategies to apply to the classroom
- Explore, through collegial discussion, a variety of technology-rich activities and management strategies for application during the activities
- Locate and evaluate resources for classroom management of technology rich activities
- Identify at least three classroom management techniques to use in their classroom

### Evidence of Learning

- Participants will articulate technology rich 1:1 classroom management techniques

### ISTE NETS standards addressed

- 1a Teachers promote, support, and model creative and innovative thinking and inventiveness
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 5b Teachers exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- 3a Educational Administrators will allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

## Managing a Technology Rich Classroom

### Description

The purpose of this module is to explore effective and ineffective classroom-management strategies in a technology-rich classroom. Participants will learn how to manage and assess activities in a technology rich classroom.

### Objectives

- Articulate challenges and benefits that occur in the classroom during a technology-rich activity
- Explore, through collegial discussion, a variety of technology-rich management strategies
- Locate and evaluate resources for classroom management of technology rich activities
- Identify at least three classroom-management techniques to use in their classroom

### Evidence of Learning

- Participants will articulate effective technology classroom management techniques

### ISTE NETS standards addressed

- 1a Teachers promote, support, and model creative and innovative thinking and inventiveness
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 5b Teachers exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- 3a Educational Administrators will allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

## 21st Century Skills and the Digital Classroom

### Description

Participants will explore and review the concept of 21st century skills and digital literacy that is integrated in educational systems throughout the world.

### Objectives

- Participants will explore the concept of 21st century skills and digital literacy
- Participants will be able to articulate a basic definition of digital literacy
- Participants will identify how digital literacy is applicable in their own classroom
- Participants will create their own definition for choosing, showing, and discussing 21st century skills in the classroom

### Evidence of Learning

- Participants will identify two activities/examples of digital literacy appropriate for use within their classroom
- Participants will create a lesson plan that successfully leverages 21st century skills

### ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 2b Teachers develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- 3a Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- 4c Teachers promote and model digital etiquette and responsible social interactions related to the use of technology and information

# Evaluating Student Work Exhibits

## Description

The purpose of this module is to plan and evaluate a public student work exhibit

## Objectives

- Identify the goals of a student work exhibit
- Evaluate criteria for judging the quality of student work
- Identify assessment personnel
- Educate assessment personnel to ensure inter-rater reliability measures
- Develop a complete plan that addresses the internal community, local community, and global community for the student work exhibit
- Evaluate student work and student work exhibit for success

## Evidence of Learning

- Participants will complete a plan for a student work exhibit
- Participants can successfully administer evaluation of student work and student work exhibit

## ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 3b Teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- 4d Teachers develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools
- 2e Educational Administrators promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

## Internet Search and Research Strategies

### Description

The goal of this module is to help teachers advance their internet skills, so they can promote responsible Internet use in the classroom and help their students foster excellent writing, processing, and critical-thinking skills.

### Objectives

- Review concepts and skills that students need to be successful in the 21st century including effective internet searching and identification of valid internet resources
- Review and develop internet searching skills to maximize classroom impact
- Develop digital etiquette skills to model and facilitate ethical use of online information with students
- Identify resources that support student writing and processing skills

### Evidence of Learning

- Participants will locate and identify valid internet resources for use within their classrooms
- Participants will articulate ethical use of internet information and digital etiquette

### ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information
- 4a Teachers advocate, model, and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- 4c Teachers promote and model digital etiquette and responsible social interactions related to the use of technology and information

## netTrekking across the Curriculum

### Description

netTrekker is an award-winning academic search engine that provides fast and easy access to more than 180,000 educator-selected online resources aligned with state standards. Participants will learn how to access and explore the search engine, and will leave with a clear understanding of how they can integrate this valuable resource into their curriculum.

### Objectives

- Log on and navigate the netTrekker search engine
- Identify netTrekker resources that differentiate instructional resources which meet students' needs
- Identify and explore the various interactive components
- Develop an effective technology rich lesson plan within specified content area using NetTrekker resources or tools
- Share teaching ideas and lesson plans with colleagues

### Evidence of Learning

- Participants will create a lesson that incorporates the use of a netTrekker resource into their classroom

### ISTE NETS standards addressed

- 1d Teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning
- 5a Teachers participate in local and global learning communities to explore creative applications of technology to improve student learning

## Leveraging Web 2.0 into Your Classroom

### Description

Participants will learn about the philosophical and technical benefits of leveraging Web 2.0 in the classroom. Internet resources, ranging from websites providing real-time data to websites providing streaming video and interactive demonstrations, provide teachers with the raw materials that they need to better implement research based best teaching practices. The module provides teachers the opportunity to understand web page design through the exploration of wikis and blogs. Participants will address the phenomena of social networking and it's applicability to the educational system. The goal of these activities is to help teachers understand the effective educational uses of leveraging Web 2.0 in the classroom.

### Objectives

- Identify how the Internet can be effectively integrated into teaching and learning
- To gain an understanding of the benefits offered by using the online community model (wiki and blog) as part of your classroom structure
- Design a wiki or a blog
- To understand how to safely and ethically integrate concepts of information sharing and social networking within the school environment
- To setup a space online within the context of a social network
- Recognize compelling ways to use Web 2.0 in the classroom
- Create a lesson plan that uses a Web 2.0 technology
- Collaborate with colleagues regarding Web 2.0 technologies in the classroom

### Evidence of Learning

- Participants will create an outline of a Web page or Web page activity (wiki or blog)
- Participants will create and update a social networking account within the context of a professional educator
- Participants will design and implement one lesson that uses a Web-based resource

### ISTE NETS standards addressed

- 1a Teachers promote, support, and model creative and innovative thinking and inventiveness
- 2d Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching
- 3a Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- 5c Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

## Digital Cameras in the Classroom

### Description

This module will assist you in understanding digital cameras, their effective use in the classroom, and the resources available to help implement them as part of your curriculum

### Objectives

- Discuss classroom technology integration issues with colleagues
- Articulate that digital imagery offers a wide range of options for enhancing the student learning experience
- Identify effective strategies to incorporate the digital camera into the curriculum
- Identify a set of specific criteria for imagery that contributes to the quality of presentations
- Develop a lesson plan to incorporate the use of a digital camera

### Evidence of Learning

- Participants will successfully identify and use the digital camera as part of a facilitated activity
- Participants will write a lesson plan that incorporates digital cameras into classroom activities

### ISTE NETS standards addressed

- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 3a Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- 4b Teachers address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

# Digital Storytelling

## Description

The goal of this module is to introduce participants to digital media and storytelling in the context of education. Participants will identify, explore and develop resources related to effective digital storytelling.

## Objectives

- Reflect on digital media as an essential form of communication in the 21st century
- Define digital storytelling and how it can be used to enhance literacy skills
- Explore digital storytelling in the context of education
- Identify characteristics of effective digital storytelling
- Develop skills required to lead students through a digital storytelling project
- Advocate and model legal and ethical use of digital information and technology (copyright)
- Share collegial feedback

## Evidence of Learning

- Participants will develop a digital story
- Participants will identify, explore and develop resources essential to effective digital storytelling

## ISTE NETS standards addressed

- 1a Teachers promote, support, and model creative and innovative thinking and inventiveness
- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 4a Teachers advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- 5c Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

## Podcasting across the Curriculum

### Description

In this workshop, participants will discuss and learn about podcasting. They will look at various tools for finding, subscribing, and creating podcasts. Participants will, review and respond to education-based podcasts, and begin to think about ways that podcasting can be incorporated into their classroom instruction.

### Objectives

- Understand how the web has changed the way that individuals consume and create information
- Recognize the role that podcasting plays in the new Internet environment
- Articulate how RSS web feeds and aggregators help Internet users to access frequently updated Web content
- Identify resources for finding, subscribing and creating podcasts
- Identify the advantages of integrating podcasting into the curriculum

### Evidence of Learning

- Participants will create a lesson plan using podcasting within their classroom

### ISTE NETS standards addressed

- 1c Teachers promote student reflections using collaborative tools to reveal and clarify student's conceptual understanding and thinking, planning, and creative processes
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3b Teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

## Introduction to Windows OS and Technology Integration

### Description

This guides participants as they transition from the Macintosh operating system to Windows within the context of effective technology use in the classroom.

### Objectives

- Identify current levels of understanding
- Use basic features of the Windows operating system and common commands associated with Windows-based software and the Windows environment
- Explore site specific resources and configurations
- Modify and customize the Windows desktop and User Interface settings to maximize effective instructional usage

### Evidence of Learning

- Participants will create a technology integration and migration plan for their classroom

### ISTE NETS standards addressed

- 3a Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- 5 a Teachers participate in local and global learning communities to explore creative applications of technology to improve student learning

## Microsoft Office Functionality and Technology Integration

### Description

Instructors guide participants through the functionality and integration strategies of the campus specific version of Microsoft Word, PowerPoint, and Excel. Participants evaluate classroom activities that integrate these applications while learning the platform (PC or Mac) specific functions. This module can be customized to address a platform transition or a software version update.

### Objectives

- Self-assess Microsoft Office skill level (pre and post workshop)
- Identify content specific classroom uses of Microsoft Word, PowerPoint and Excel
- Identify ways to integrate Microsoft Office into classroom instruction
- Locate and develop additional resources to maximize integration
- Create a content specific lesson that uses Word, PowerPoint or Excel

### Evidence of Learning

- Create a content specific lesson that uses Word, PowerPoint or Excel

### ISTE NETS standards addressed

- 1a Teachers promote, support, and model creative and innovative thinking and inventiveness
- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

## Integrating the Adobe Digital School Collection

### Description

The purpose of this course is to give participants hands on experience in the use and integration of the Adobe Digital School Collection. The Adobe Digital School Collection (ADSC) includes Photoshop Elements, Premiere Elements, Acrobat Pro, Soundbooth and Contribute.

### Objectives

- Use the basic features of the ADSC
- Discriminate how technology can be effectively and ineffectively used in the classroom in a variety of content areas
- Customize or create a lesson to use with their students using the ADSC

### Evidence of Learning

- Participants will create or adapt a standard-based lesson which benefits from the incorporation of the Adobe Digital School Collection

### ISTE NETS standards addressed

- 1b Teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- 2a Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

## Introduction to the Mobile Computing Device (Teachers)

### Description

This course helps teachers that are most comfortable with desktop computers understand how to care for a laptop, netbook, or Tablet PC (as identified by the customer) and how to use the basic components of the device including accessing software and using ports and peripheral devices.

### Objectives

- Learn basic functionality of the device
- Identify product specific options (i.e. touchpad, battery indicator, etc.)
- Identify ports and components, and explain their uses
- Identify laptop peripheral devices and connection methods
- Learn selected features of the Operating Systems
- Configure and customize the device
- Add a shortcut to the desktop
- Review different file storage options and back up procedures
- Identify and locate resources for integrating the devices into instruction.
- Identify how to shut down and charge the device.

### Evidence of Learning

- Participants will note all the tasks they completed in the workshop
- Participants will locate and bookmark at least one high-quality education Web site for use with the device in classroom instruction

### ISTE NETS standards addressed

- 1d Teachers will model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 2a Teachers will design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

## Introduction to the Mobile Computing Device (Students and Parents)

### Description

This workshop prepares parents and students to be responsible caretakers of the student Mobile Computing Device and effective users of the Mobile Computing Device to expedite learning, resource access, and communication. In addition, the workshop identifies and reinforces district policy and security measures students must follow. This workshop is tailored to the district but a sample set of objectives is outlined below.

### Objectives

- Learn proper care and maintenance of the laptop computer
- Troubleshoot problems and identify procedures for getting help with laptop problems
- Learn proper security measures to observe, including Internet security procedures for parents and students
- Receive an overview of training of laptop systems and software applications
- Receive an overview of district technology resources
- Learn the terms of their laptop loan
- Receive an overview of their laptop insurance policy
- Learn student guidelines for acceptable use
- Learn how to connect from home
- Learn file storage options and backup procedures

### ISTE NETS standards addressed

- 1d Teachers will model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

## Integrating the Mobile Computing Device into the Curriculum

### Description

The goal of this module is to help teachers understand how to use mobile computing devices as an effective teaching and learning tool.

### Objectives

- Identify various models for using mobile computing devices in the classroom
- Locate and explore classroom management strategies for using mobile computing devices (to include strategies for multiple students per device or a one-to-one situation)
- Identify effective content rich resources for in school and at home use by students
- Discuss classroom technology integration issues with colleagues
- Create an effective technology rich lesson plan that uses a mobile computing device to enhance instruction or learning

### Evidence of Learning

- Teachers will write a content specific technology rich lesson plan that effectively incorporates mobile computing devices into classroom activities
- Identify strategies to manage use

### ISTE NETS standards addressed

- 1d Teachers will model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 2a Teachers will design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

# Integrating Interactive Whiteboards into the Curriculum

## Description

During this in-depth content driven workshop, participants will learn about integrating interactive whiteboards into the curriculum. Participants will look at various tools and uses; review, analyze, and respond to lessons using the tools; and begin to think about ways to effectively integrate any or all of the tools in their own classroom.

The workshop will be customized to address the specific product purchased by the customer as well as the content areas represented by the participants. An online diagnostic tool, used to evaluate current skill levels, is available for further customization.

## Objectives

- Engage participants in thoughtful discourse related to effective technology integration
- Identify product specific tools and resources available for curriculum integration
- Explore online resources available for curriculum integration
- Create or modify a learner centered technology rich lesson using an interactive whiteboard
- Share a newly created lesson plan and use criteria to evaluate that lesson

## Evidence of Learning

- Identify product tools and resources that are appropriate for use in identified content area
- Create or modify an effective technology rich lesson that is learner centered and utilizes the interactive whiteboard

## ISTE NETS standards addressed

- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- 4a Teachers advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

## Integrating an Interactive Pad or Slate into the Curriculum

### Description

Participants will explore multiple instances of successful interactive pad or slate integration in the classroom. They will look at the various tools and uses as well as the interaction with other technologies in the classroom.

### Objectives

- Engage participants in thoughtful discourse related to effective technology integration
- Identify product specific tools and resources available for curriculum integration
- Explore the interaction of the pad or slate with other technologies in the classroom.
- Explore online resources available for curriculum integration
- Create or modify a learner centered technology rich lesson using an interactive pad or slate
- Share a newly created lesson plan and use criteria to evaluate that lesson

### Evidence of Learning

- Identify product tools and resources that are appropriate for use in identified content area
- Create or modify an effective technology rich lesson that is learner centered and utilizes the interactive pad or slate

### ISTE NETS standards addressed

- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- 4a Teachers advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

## Integrating Student Responders into the Classroom

### Description

Participants will discuss and learn about Student Response Systems. They will look at the various tools and uses including formative and summative assessments. They will review, analyze and respond to facilitator generated lessons using the various tools, and begin to think about ways to utilize the system in their own classrooms.

### Objectives

- Engage participants in thoughtful discourse related to effective technology integration and data driven instruction
- Identify product specific tools and resources available for curriculum integration
- Explore online resources available for curriculum integration and assessment options
- Create or modify a learner centered technology rich lesson using the student responders
- Share a newly created lesson plan and use criteria to evaluate that lesson

### Evidence of Learning

- Identify product tools and resources that are appropriate for use in identified content area
- Create or modify an effective technology rich lesson that is learner centered and utilizes the student responders

### ISTE NETS standards addressed

- 2c Teachers customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- 3d Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- 4a Teachers advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources