Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshops,
Correlation to Standards 15-20,
Technology Portfolio Requirements

by Debbie Meadows

Table of Contents

Introduction

The use of technology for technology's sake will not help students develop strong skills or achieve learning goals. Educators need to explore ways to integrate technology into the curriculum in meaningful and purposeful ways which provide a learning environment that gives students varied means and paths to reach similar goals. In this vein, these technology workshops have been designed to incorporate Standards 15 through 20 of Induction. It is hoped that participating teachers will develop strong technological skills, experience the integration of technology into their Induction program, and learn that technology can serve as an additional tool for student learning and growth.

The workshops that cover Induction Standard 16 have been written in a way that will easily fit into the two year Induction program. Most of the workshops can be taught in any order. Two of the workshops, *The Treasure Hunt: Technological Resource Location* and *Integration in the Digital Arena: Integrating Technological Resources into the Classroom* should be taught in sequence due to the fact that the former is designed to facilitate locating information on the Internet while the latter uses online sources to create new activities and lesson plans for students in the teacher's current assignment.

Many of the technology workshop assessments and evidence have been integrated with other Induction Standards to avoid duplication of effort. These technology workshops incorporate thirty-two non-technology Induction standards into their framework. Although these workshops incorporate those standards, they do not attempt to teach in other areas, only to show how technology can be integrated into a curriculum.

Before the start of new Induction programs, it is necessary to determine the level of technology competence of the participating teachers. It is recommended that the Induction participants use the CTAP[2] Proficiency Assessment located at:
http://ctap2w2.iassessment.org/ia/render.userLayoutRootNode.uP

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title: The Paper Cut: Creating and Communicating using the VISIBLE Word
CTAP Standards: 1.1, 1.2, 2.1
Correlation to Induction Standards 15-20:   15a, 15c,15g, 18b, 18c, 19k, 20a, 20e

Prepared by: Debbie Meadows
Length: 3-4 hours, can be divided into two sessions

Element:16a) *Each participating teacher communicates through a variety of electronic media*.

Workshop Outline

I.   Description

This workshop will introduce the participating teachers to the available presentation and desktop publishing hardware and software for the classroom. Emphasis will be placed on the teacher's presentation skills and on written communication from the teacher to colleagues, families, and the community.

II.   Background Knowledge

Participating teachers should know how to use a word processor, access the Internet, and send and receive e-mail.

III.   Objectives

•   Participating teachers will demonstrate the ability to create a PowerPoint presentation incorporating graphics and sound.

•   Participating teachers will create a class newsletter using graphics, banners, charts, and text.

•   Participating teachers will be exposed to digital cameras, scanners, and Alpha Smart peripherals.

•   Participating teachers will complete/update the California Technology Assistance Program (CTAP) assessment.

•   Participating teachers will design their own web page based on district standards.

•   Participating teachers will create an electronically produced document for Action Plans

and Reflections.

IV.   Materials
1.   Text and Reading
        Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers</u>
                <u>Discovering and Integrating Microsoft Office, Essential Concepts and</u>
                <u>Techniques</u>. San Francisco, CA: Course Technology. Chapters 1 and 3

        Websites:
        PowerPoint in the Classroom
         http://electricteacher.com/powerpoint.htm
        PowerPoint for Teachers
         http://www.ri.net/schools/South_Kingstown /Technology/PowerPointforTeachers.htm
        The PowerPoint Primer for Teachers
        http://www.cvschools.org/tech/pelt/pp/
        Scoring Power Points
        http://www.fno.org/sept00/powerpoints.html
        Creating Classroom Presentations with PowerPoint
        http://www.education-world.com/a_tech/tech013.shtml
        Pre-done PowerPoint Presentations for Teachers
        http://www.nebo.edu/nebo/ppt/
        Guide to Grammar: PowerPoint Presentations
        http://webster.commnet.edu/grammar/powerpoint.htm

        Classroom Uses for Digital Cameras
        http://webtech.kennesaw.edu/jcheek3/digitalcameras.htm

        Electronic Portfolios
        http://www.essdack.org/port/index.html

        Atomic Learning: Free Online Software Tutorials
        http://www.atomiclearning.com/
        Technology Tutorials
        http://www.northcanton.sparcc.org/~technology/Tutorials/wordprocessing.html
        http://www.internet4classrooms.com/on-line2.htm

        Web Page Creation
        http://oregonstate.edu/dept/eli/techsem2001/2001main.html
        Spin A Web Page, Not Your Wheels
        http://www.ri.net/schools/Narragansett/NPS/resources/spin/index.html
        Website Design
        http://www.geocities.com/mathandcomp/web_site_design.htm

Readings:

Doyle, A. (2003, April). On a roll: Digital photography and image editing. <u>Technology and Learning</u>, 24-32.

2.   Student Materials
              writing materials, workshop handouts, computer disk

3.   Facility
              Windows-based or Macintosh-based client computer systems
              Microsoft Office®
              Internet access
              Digital Projector

V.   Workshop Overview
1.   Participating teachers will be introduced to Microsoft PowerPoint® basics. Participating teachers will create a 4 slide presentation including slide formatting, graphics, sound, and transitions. For their assessment and inclusion in their portfolio, participating teachers will be given the option to create a PowerPoint presentation for a standards-based lesson or for a parent presentation such as Back-to-School Night.

2.   Discuss and explore PowerPoint related or focused websites with ready made presentations for download. Participating teachers will learn how to download and view an existing presentation.

3.   Participating teachers will be introduced to creating class newsletters using Microsoft Word®. Participating teachers will create a demonstration single page class newsletter including a banner, graphics, and text. Participating teachers will include copies of their class newsletter in their portfolio.

4.   A demonstration and discussion of digital cameras and scanners will be presented. Depending upon the availability of these resources at the school or district level, the participating teachers will include in their portfolios samples of student work or activities that have been recorded in digital format.

5.   Participating teachers will be introduced to the outline and expectations of their district's teacher web pages. Teachers will receive information on free or low cost hosting for teacher websites. Teachers will explore examples of exemplary teacher/ school websites.

6.   Participating teachers will be introduced to Instant Messaging and will register for their school account. Pros and Cons of instant messaging access for parents and colleagues will be discussed.

VI.   Instructional Methods

Presentation and discussion
Demonstrations and hands-on activities
Assignments

VII.   Assessment

Participating teacher will include the following in their Induction technology portfolio:

Printout of PowerPoint presentation
Printout of PowerPoint Rubric signed by Professional Development Provider
Printout of e-mail communication with colleagues– reference Induction Standard 15a
Printout of e-mail communication with parents- reference Induction Standard 18c
Electronically produced Checklist for Classroom Hazards- reference Induction Standard 18b
Electronically produced student anecdotal records- reference Induction Standard 15g
Printout of Instant Message conversations with colleagues- reference Induction Standard 15c
Printout of Instant Message conversations with parents- reference Induction Standards 19k, 20e
Printout of collaboration logs for IEPs- reference Induction Standard 20a
Printout of Teacher Web pages
Printout of Electronically produced reflections
Printout of classroom newsletter
Copy of final graph from CTAP assessment

PowerPoint In the Classroom

Workshop Needs Assessment

Name: _____ Date: _____

Position: _____Grade level/subject (if appropriate): _____

Computer system used at school: (circle)   Windows   Macintosh

Computer system used at home: (circle)   Windows   Macintosh

Please rate your ability with the following skills:
    1) I cannot do this.
    2) I know about this.
    3) I can do this.
    4) I can teach this.

1.   1 2 3 4   I can create a word processed document.

2.   1 2 3 4   I can edit a word processed document.

3.   1 2 3 4   I can spell check a word processed document.

4.   1 2 3 4   I can change fonts in a word processed document.

5.   1 2 3 4   I can open multiple applications.

6.   1 2 3 4   I can move/toggle between open applications.

7.   1 2 3 4   I can select and copy text from one application to another.

8.   1 2 3 4   I can select and move text from one application to another.

9.   1 2 3 4   I can save a file.

10. 1 2 3 4   I can print a file.

11. 1 2 3 4   I can retrieve a file.

12. 1 2 3 4   I can import graphics into a word processed document.

What skills would you like to take from this workshop?

PowerPoint Rubric			
Activity	Incomplete	Proficient	Exemplary
Planning	No evidence of preplanning for presentation.	Preplanning was adequate to enable the PT to prepare the presentation. Additional planning would enable the PT to more efficiently create their presentation.	Preplanning enabled the PT to construct their presentation easily and quickly. Preplanning shows evidence of logical sequence for material, attention to background, fonts, colors, and transitions. URLs and graphics are listed for insertion.
Content	Content was weak, or incorrect. No evidence of research.	The content is written in a logical sequence. Information is accurate and effective.	The content is well organized and appropriate to the audience. Material is correctly documented when appropriate.
Text Layout	Difficult to read due to use of paragraphs, dark fonts, and non-contrasting backgrounds.	Fonts are easy to read and point size varies to enhance readability of the text. Some lengthy information is included on slides. Graphics enhance the presentation and are to the side of the slide. Bulleted lists are used effectively.	Font size and color changes for text emphasis and titles. Use of italics, bold and underline enhance the readability of the text. Text is appropriate length for audience.

PowerPoint Rubric			
Activity	Incomplete	Proficient	Exemplary
Graphics, Sound, Transitions	No graphics, sound or transitions are used in the presentation.	Graphics, sounds, and transitions are used in the presentation. They are generally used appropriately and enhance the presentation.	Graphics, sound, and transitions are used appropriately and enhance the presentation. Design elements combine with content to create a high impact presentation.
Save and Print	PT cannot save the presentation without help. PT cannot print the presentation without help.	PT can save the presentation. PT can print the presentation. PT has difficulty printing in multiple formats.	PT can print the presentation in multiple formats such as 3, 6, or 9 to a page. PT can save presentation as an HTML document.
Presentation	PT did not give the presentation.	PT gave the presentation.	PT's presentation was enhanced through the use of the slides and/or handouts.

Sources for rubric http://www.ncsu.edu/midlink/rub.mm.st.htm
http://www.uni.edu/profdev/rubrics/pptrubric.html

Participating Teacher's Name _____

Participating Teacher's PowerPoint Presentation has been scored as:

    Incomplete   Proficient   Exemplary

PDP Signature _____ Date _____

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title: Two Cans and A String: Communicating and Collaborating in the Digital Arena
CTAP Standards: 1.2, 1.3, 2.2, 2.3
Correlation to Induction Standards 15-20: 15c, 15h, 17f, 18g, 20a

Prepared by: Debbie Meadows
Length: 3 hours and e-mail

> Element: 16b) *Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced learning.*

Workshop Outline

I.   Description
This workshop will introduce participating teachers to the availability of online collaboration, tools and resources for online collaboration and professional development that will assist the teacher in constructing technology-infused standards-based lesson plans. Participating teachers will be exposed to student collaborative activities that enhance the curriculum.

II.   Background Knowledge
Participating teachers should be able to access the Internet, create bookmarks, and print web pages from the Internet.

III.   Objectives
•   Participating teachers will collaborate with colleagues, both online and face-to-face to create or adapt a technology-infused standards-based lesson plan.

•   Participating teachers will learn how to use Listserv and threaded discussions.

•   Participating teachers will instruct their students in the use of collaborative tools such as e-pals, ask the expert websites, and online collaborative projects

IV.   Materials
a)   Text, Websites, and Reading

   Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers Discovering Computers: Integrating Technology in the Classroom, Second Edition</u>. San Francisco, CA: Course Technology. Chapters 2 and 4

Websites:
- Ask An Expert Sources
  http://www.cln.org/int_expert.html
- Ask A Geologist
  http://walrus.wr.usgs.gov/docs/ask-a-ge.html/
- Ask A+ Locator
  http://www.vrd.org/locator/

- KeyPals
  http://www.bconnex.net/~kidworld/keypals4.htm
- E-Pals Classroom Exchange
  http://www.epals.com/
- Intercultural E-mail Projects and E-pals
  http://www.iecc.org/

- Online Collaborative Projects
  http://www.beaumont-publishing.com/efl/collprojects.htm
- E-Mail Projects Home Page
  http://www.otan.us/webfarm/emailproject/email.htm
- iEARN Online Projects
  http://www.iearn.org/projects/index.html

- Telecollaborative Website by Judi Harris
  http://virtual-architecture.wm.edu/

- SCORE Sites:
  - Science: http://scorescience.humboldt.k12.ca.us/fast/teachers/frame.htm
  - Social Studies: http://score.rims.k12.ca.us/
  - Language Arts (including Cyberguides): http://www.sdcoe.k12.ca.us/SCORE/cla.html
  - Math: http://score.kings.k12.ca.us /standards.matrix.html

- Online Professional Development:
  - Tappedin: http://www.tappedin.org/
  - Eisenhower National Clearinghouse: http://www.enc.org/professional/
  - TESOL Online: http://www.tesol.org/edprg/olw/index.html
  - ASCD: http://www.ascd.org/cms/index.cfm?TheViewID=348
  - Connected University: http://www.classroom.com

- Professional Development Resources:
  http://www.techlearning.com/content/profes/articles/resources.htmlhttp://www.techlearning.com/content/profes/articles/resources.html

Listserv Sites
  http://www.askeric.org/Virtual/Listserv_Archives/
  http://www.greece.k12.ny.us/taylor/suny/listservs.htm
  http://library.lib.binghamton.edusubjects/education/listserv.html
Reading:
 Collaboration:
  http://www.creativeclassroom.com/so00tech/index.html
 Online Tools:
  http://slj.reviewsnews.com/index.asp?layout=articlePrint&articleID=CA266682
 Information Literacy:
  http://www.pcteachit.com/articles/6/litToolKit.xml
  http://www.pcteachit.com/articles/5/litToolKit.xml
 Organizing and Facilitating Telecollaborative Projects by Judi Harris
  http://lrs.ed.uiuc.edu/mining/February95-TCT.html

b) Student Materials
 writing materials, workshop handouts, computer disk

c) Facility
 Microsoft Office®
 Windows-based or Macintosh-based client computer systems
 Internet access
 Digital Projector
 District e-mail software loaded on computer systems

V. Workshop Overview

1. Participating teachers will be introduced to the availability of existing technology-infused standards-based lesson plans available on the Internet. Teachers will search bookmaker sites for lesson plans appropriate to their assignment. Teachers will collaborate in grade level, subject area, or cross-grade level teams to adapt and refine the selected lesson for inclusion in their classrooms.

2. Many Induction Standards have online professional development resources available. Participating teachers will look at some available professional development sites, since they chose to take some of their training through online offerings.

3. Participating teachers will be introduced to listserv and threaded discussions available to them within the District and on the Internet. Teachers will select one or two listserv to join and participate in the discussions. Printouts of these discussions will be included in the technology portfolio.

4. Participating teachers are expected to understand and implement appropriate state and federal requirements relating to child abuse and neglect, health topics, and other

governmental regulations affecting students and families. Teachers will explore the resources and information available on state and federal government websites and California Department of Education websites relating to these areas. Teachers will place copies of government website bookmarks in their technology portfolio.

5. Participating teachers will explore the use of online projects, e-pals, and ask the expert sites. Through the introduction and exploration of websites, teachers will select and participate with their class in one or more online projects or e-pal activities.

6. Participating teachers will review or learn how to create e-mail attachments in order to send information to colleagues and parents. Teachers will learn how to create and print communication logs for IEPs (Individual Education Plans) and other collaborative activities.

VI. Instructional Methods
   Presentation and discussion
   Demonstrations and hands-on activities
   Cooperative grade level/subject area groups
   Assignments

VII. Assessment
Participating teacher will include the following in their Induction technology portfolio:

Printout of Listserv registration and participation– reference Induction Standard 15h, 17f, 20a
Certificate of completion for online professional development or online course work
Printout of bookmarks for government websites– reference Induction Standard 18g
Electronically produced reflections on lessons taught
Printout of collaborative lesson plan– reference Induction standard 15c
Printout of e-pal, ask the expert, or online project information
Samples of student work from collaborative project

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title: The Treasure Hunt: Technological Resource Location
CTAP Standards: 1.9, 1.10, 2.6, 2.7, 2.9
Correlation to Induction Standards 15-20:   15b, 15e, 17a, 17c, 19d, 20f

Prepared by: Debbie Meadows
Length: 4 hour workshop or Two 2 hour workshops

Element: 16c) *Each participating teacher uses technological resources available inside the classroom or library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.*

Element: 16d) *Each participating teacher designs, adapts, and uses lessons which address the student's needs to develop information literacy and problem solving skills as tools for lifelong learning.*

Workshop Outline

I.   Description
This workshop will introduce participating teachers to the availability of technology resources within their school site, district, and community for online collaborative learning and standards-based lesson planning. Teachers will develop their own software and website evaluation tools for personal and student use.

II.   Background Knowledge
Participating teachers should be able to access the Internet, create bookmarks, and print Internet information.

III.   Objectives
•   Participating teachers will define the components of effective software by creating a checklist for software evaluation.

•   Participating teachers will define the components of effective websites by creating a checklist for website evaluation.

•   Participating teachers will demonstrate their ability to use search engines and Boolean logic to find information and add the bookmarks to their Internet browser.

•   Participating teachers will be able to select from electronic resources such as

encyclopedias, websites, and online databases to find standards-based lesson plans and instructional information.

•   Participating teachers will become acquainted with the technological resources available at the school site, in the district offices, and in the local community.

IV.   Materials
1.   Text, Websites, and Reading

Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers Discovering Computers: Integrating Technology in the Classroom, Second Edition</u>. San Francisco, CA: Course Technology. Chapter 4 and 7

Websites:

SCORE Sites:

Science: http://scorescience.humboldt.k12.ca.us/fast/teachers/frame.htm

Social Studies: http://score.rims.k12.ca.us/

Language Arts (including Cyberguides): http://www.sdcoe.k12.ca.us/SCORE/cla.html

Math: http://score.kings.k12.ca.us /standards.matrix.html

Software and Website Evaluation:

Sample checklists:
     http://school.discovery.com/schrockguide/eval.html
     http://www.ppsk12.com/files/softchek.pdf
     http://tiger.towson.edu/users/jtoome1/softwareevalution.htm
     http://www.so.cc.va.us/vccsit/softchek.htm

Evaluation Guides/Reading
     http://www.so.cc.va.us/vccsit/Archive/SoftEval.htm

Website Evaluation Tools:
     http://mciunix.mciu.k12.pa.us/~spjvweb/evalwebteach.html - WebQuest
     http://www.so.cc.va.us/vccsit/Archive/webeval.htm
     http://www.ppsk12.com/files/interport.pdf -includes information on bias

Website Investigator for Students:
     http://www.cyberbee.com/guides.html

Sites for ELL:
     http://www.aea11.k12.ia.us/curriculum/ELL/ellwebsites.html
     http://www.cal.org/
     http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm

Online Tools:
     http://kathyschrock.net/cooking/
     http://www.eduplace.com/graphicorganizer/ Graphic Organizers
     http://puzzlemaker.school.discovery.com/ Puzzlemaker
     http://www.adders.org/freeware/wsearch.html Wordsearch Maker
     http://www.brainpop.com/ Movie of the Day

Reading:

Website Evaluation:

        http://school.discovery.com/schrockguide/pdf/weval.pdf

        http://ericit.org/digests/EDO-IR-1998-02.shtml

Search Skills:

        http://slj.reviewsnews.com/index.asp?layout=articlePrint&articleID=CA272672&publication=slj

ELL and Technology

        http://www.albany.edu/etap/carla/carla.htm

        http://www.ppic.org/content/pubs/CC_202STCC.pdf

        http://teacher.scholastic.com/professional/specialneeds/lepstudents.htm

2. Student Materials

        writing materials, workshop handouts, computer disk

3. Facility

        Microsoft Office®

        Windows-based or Macintosh-based client computer systems

        Digital Projector

        Internet access

        District approved software loaded on systems

V.   Workshop Overview

1. An introduction to software evaluation will be presented. Participating teachers will look at software evaluation checklists and work in groups to create their own software evaluation tool. Included in the evaluation tool will be sections for standards matches, content area matches, reliability bias, and appropriateness for ELL and special populations.

2. An introduction to website evaluation will be presented. Participating teachers will look at software evaluation checklists and work in groups to create their own website evaluation tool. Included in the evaluation tool will be sections for standards matches, content area matches, reliability bias, and appropriateness for ELL and special populations.

3. The lesson plan format for the technology portfolio will be presented and reviewed. The creation of technology-infused standards-based lessons will be discussed. Teachers will receive time and assistance to begin creating these documents. Small group and peer collaboration will be encouraged.

4. Using the Internet to search for resources will be presented. Discussions regarding search engines, online databases, and other sources will take place. An introduction to Boolean Logic and additional search techniques will be presented. Participating teachers will practice these skills by searching for information on a topic of their choice. Additional time will be spent looking at ways to teach these skills to the students.

5. Participating teachers will learn how to download information from the Internet by using

"save as" and "cut, copy, paste" in order to save the information on their computer or removable disks.

6.   Available district and school sites resources will be presented and reviewed. Instruction regarding use, checkout procedures, and policies will be presented.

7.   A separate trip to the local library or other local technology resources will be arranged.

VI. Instructional Methods
Exploration of available resources in school site computer lab
Presentation and discussion
Demonstration and hands-on
Cooperative Group activities
Assignment: Field trip to local library

VII. Assessment
Participating teacher will include the following in their Induction technology portfolio:

Printout of technology infused standards-based lesson plans (minimum of 4)
1 adapted or teacher created with emphasis on differentiated instruction
    --reference Induction Standard 15e, 20f
1 adapted or teacher created with emphasis on cooperative grouping
    reference Induction Standard 17c, 20f
1 adapted or teacher created with emphasis on teacher's current assignment
    – reference Induction Standard 15b
1 download of usable plan from an Internet source
    – reference Induction Standard 17a
Printout of bookmarks for SCORE websites– reference Induction Standard 15b
Printout of electronically produced reflections
Scanned or electronically produced student work
Electronically produced software evaluation checklist
    – reference Induction Standard 17g, 19d, 19i, 20f
Electronically produced website evaluation checklist
    – reference Induction Standard 17g, 19d, 19i, 20f
Narrative regarding the availability of local technology resources

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title:
Integration in the Digital Arena: Integrating Technological Resources into the Classroom
CTAP Standards: 1.11, 2.6, 2.7
Correlation to Induction Standards 15-20:   17d, 18f, 19g, 19i

Prepared by: Debbie Meadows
Length: 4 hour workshop or two 2 hour sessions

Elements:

 16c) Each participating teacher uses technological resources available inside the classroom or library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.

16d) Each participating teacher designs, adapts, and uses lessons which address the student's needs to develop information literacy and problem solving skills as tools for lifelong learning.

16e) Each participating teacher uses technology in lessons to increase the student's ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers, or in computer labs.

Workshop Outline

I.   Description

This workshop will present strategies to assist the participating teacher in creating their own technology-infused lessons and activities. Teachers will create activities and standards-based lesson plans for integrating technology into the curriculum. School based resources will be highlighted as well as additional beneficial software.

II.   Background Knowledge

Participating teachers should be able to access the Internet, create bookmarks, and print Internet information. Teachers should know how to search online databases and use search engines to find resources and information on the Internet.

III.   Objectives

•   Participating teachers will design a technology-infused standards-based lesson plan that increases the student's ability to locate information using the available technology for research, to solve problems, and to create new learning.

- Participating teachers will create a list of websites appropriate for teacher, parent, and student use.

- Participating teachers aligned with the school's curriculum, will establish a classroom technology center or regularly use the school computer lab as an online learning environment.

- Participating teachers will demonstrate the ability to use Internet sources such as WebQuests, hot lists, and websites to promote learning.

IV.   Materials
1.   Text, Websites, and Reading
Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers Discovering Computers: Integrating Technology in the Classroom, Second Edition</u>. San Francisco, CA: Course Technology. Chapter 6

Websites:
WebQuests:
http://webquest.sdsu.edu/
http://sesd.sk.ca/teacherresource/webquest/webquest.htm
http://www.spa3.k12.sc.us/WebQuests.html
http://school.discovery.com/schrockguide/webquest/webquest.html
Creating Hotlists:
http://www.kn.pacbell.com/wired/fil/
http://trackstar.hprtec.org/
http://www.eduhound.com/
http://www.wtps.org/wths/imc/ProfessionalDevelopment/Quickpicks
http://www.gaillovely.com/resources/hotlist.htm
Inspiration/Kidspiration and Graphic Organizers:
http://www.inspiration.com/home.cfm
http://www.graphic.org/goindex.html
http://eduscapes.com/tap/topic73.htm
http://www.eduplace.com/graphicorganizer/
Games and Activities
http://www.funbrain.com/
http://www.kidsdomain.com/games/online.html
http://www.kidscom.com/home_flash.html
http://www.bbc.co.uk/schools/
http://www.internet4classrooms.com/k12links.htm

2.   Student Materials

writing materials, workshop handouts, computer disk

3.   Facility

       Microsoft Office®

       Windows-based or Macintosh-based client computer systems

       Internet access

       Digital Projector

       Site and district lists of available hardware and software

V.   Workshop Overview

1. Discussion and debate will be encouraged regarding "technology for technology's sake" and "integration of technology into the curriculum". Participating teachers will discover ways to use technology effectively within curriculum standards and expectations.

2. Participating teachers will find appropriate online games and activities that promote skill development for their assignment. Attention will be given to ELL, Gifted, and Special Populations websites and games. Teachers will create bookmarks for these sites and add them when appropriate to their web page/site. Instructions for downloads like Macromedia Shockwave®, Macromedia Flash®, and Adobe Acrobat Reader® will be given as per the district policies.

3. Participating teachers will learn techniques and strategies for working with technology in the classroom and in the computer labs at their schools. Technology-infused standards-based lesson plans will be introduced and analyzed for reasons why the lesson is an effective use of technology in the curriculum.

4. Participating teachers will be introduced to Inspiration® and/or Kidspiration® software and will create a graphic organizer for use with a lesson plan for their assignment.

5. Participating teachers will learn about the effectiveness of WebQuests and Hotlists for controlled student access to the Internet. Emphasis will be placed on finding appropriate WebQuests and or Hotlists for their assignment.

6. Participating teachers will be introduced to the California Department of Education Challenge Standards, and will create a Health lesson plan for students.

7. Participating teachers will work with the presenter and collaborate with colleagues to develop technology-infused standards-based lesson plans.

VI.   Instructional Methods

Presentation and discussion

Demonstration and hands-on

Cooperative grouping to find online resources

Assignments

VII.   Assessment

Participating teacher will include the following in their Induction technology portfolio:

Printout of California Health Challenge Standards for current assignment
> – reference Induction Standard 18f

Printout of bookmarks for online games and activities (emphasis on ELL, Special Populations)
> – reference Induction Standard 19g

Printout of schedule for in class or computer lab use

Printout of technology infused standards-based lesson plans (minimum of 3)
> 1 emphasis on ELL
>> – reference Induction Standard 19d
>
> 1 emphasis on cultural and ethnic groups in California incorporating a WebQuest or hot list
>> – reference Induction Standard 17d
>
> 1 emphasis on health topics appropriate to assignment
>> – reference Induction Standard 18f

Reflection on Internet research regarding English Language Learners
> – reference Induction Standard 19i

Narrative regarding integration of technology into the curriculum

Scanned or electronically produced student work showing evidence of technology-based research.

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title:
Let's Play With Manipulatives: Manipulate and Analyze Data to Access Progress and Communication Homewards
CTAP Standards: 1.12, 2.11, 2.12
Correlation to Induction Standards 15-20:   15f, 15g, 17c

Prepared by: Debbie Meadows
Length: 3 hours

Element: 16f) *Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.*

Workshop Outline

I.   Description
This workshop will introduce participating teachers to the available technology resources for authentic student assessment and the support of learning in the classroom. Online, software, and District assessments will be reviewed and evaluated. Attention will be paid to technology's ability to enhance the teacher's ability to communicate these assessments effectively to students and parents.

II.   Background Knowledge
Participating Teachers should know how to use Microsoft Word and access the Internet.

III.   Objectives
- Participating teachers will demonstrate the ability to create a database of student names using database application software.

- Participating teachers will demonstrate the ability to create a student grade book using grade book or spreadsheet application software.

- Participating teachers will demonstrate the ability to create electronically produced student progress and parent conference reports.

- Participating teachers will demonstrate the ability to create and use performance-based assessment rubrics based on technology-infused standards-based lesson plans.

- Participating teachers will demonstrate the ability to create an online student portfolio

that would assist the teacher with parent communication and conferencing.

IV.   Materials
1.   Text, Websites, and Reading

    Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers Discovering Computers: Integrating Technology in the Classroom, Second Edition</u>. San Francisco, CA: Course Technology. Chapter 7

Websites:
    Microsoft Excel/Spreadsheets:
        http://teachers.teach-nology.com/themes/comp/spreadsheets/
        http://www.math.csusb.edu/faculty/susan/m499/Spreadsheets.pdf
        http://www.kn.pacbell.com/wired/fil/pages/listspreadshli.html
        http://edservices.aea7.k12.ia.us/edtech/classroom/workshops/excel.html

    Assessment and Rubrics:
        http://www.4teachers.org/profd/assessment.shtml
        http://webquest.sdsu.edu/rubrics/weblessons.htm
        http://www.teachervision.com/lesson-plans/lesson-4911.html
        http://jonathan.mueller.faculty.noctrl.edu/toolbox/

    Portfolios:
        http://www.student-wea.org/misc/techport.htm
        http://www.essdack.org/port/
        http://transition.alaska.edu/www/portfolios/howto/index.html
        http://electronicportfolios.com/

    Teacher's Use of Technology Rubric:
        http://www.intel.com/education/unitplans/scoring_guide.htm

Reading:
    http://www.ericfacility.net/ericdigests/ed365312.html
    http://ericae.net/db/edo/ED328611.htm
    http://www.eduplace.com/rdg/res/litass/

2.   Student Materials
        writing materials, workshop handouts, computer disk

3.   Facility
        Microsoft Office®
        Windows-based or Macintosh-based client computer systems
        Internet access
        Digital Projector
        District grade book and report card software–if applicable

V. Workshop Overview

1. Participating teachers will be introduced to the Microsoft Excel® spreadsheet. The basics of setting up a grade book within a spreadsheet will be taught. Participating teachers will create a spreadsheet-based student grade book or student activity using Excel. Participating teachers will explore online resources for grade level lesson plans incorporating spreadsheets.

2. Authentic Assessment and technology will be presented and discussed. Resources for developing authentic assessments and their use will be reviewed. Teachers will write at least one rubric or other form of authentic assessment for each lesson plan in their technology portfolio.

3. Online and electronically-produced rubrics will be presented and discussed. Teachers will learn how to create tables in Microsoft Word to create teacher generated rubrics and assessments.

4. Electronic Portfolios will be examined as a way to keep large amounts of information in a small space. Teachers will discuss the benefits of web access to student portfolios and report cards and their impact on parent conferencing. Teachers will set up a student electronic portfolio.

5. Additional assessment resources such as Personal Digital Assistants and district assessment software will be described and discussed. Possible outside presenters on these technologies would be available.

VI. Instructional Methods
Presentation and discussion
Demonstration and hands-on
Cooperative grouping for rubrics
Assignments

VII. Assessment
Participating teacher will include the following in their Induction technology portfolio:

Printout of web generated rubrics or performance-based assessments for lesson plans
       – reference Induction Standard 15f
Printout of teacher generated rubrics or performance-based assessments for lesson plans
       – reference Induction Standard 15f
Printout of electronic grade book page
       – reference Induction Standard 15f
Electronically produced student progress anecdotal records
Printout of e-mail communication/logs with parents
       – reference Induction Standard 15g

Printout of electronically produced student progress reports
Electronically produced checklists
                – reference Induction Standard 17c
Electronically produced student database
                – reference Induction Standard 17c
Electronically produced reflections
Student work samples
Electronically produced reflection on what has and what has not worked with the use of technology for assessment.

Santa Clarita Valley Teacher Induction Program
Standard 16 Using Technology To Support Student Learning

Workshop Title:
Never Judge A Website: Data Authenticity and Reliability Issues in the Digital Age
CTAP Standards: 1.4, 1.13, 2.5, 2.8
Correlation to Induction Standards 15-20:   17b, 17g, 19j

Prepared by: Debbie Meadows
Length: 3 hours

Element: 16g) *Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.*

Workshop Outline

I.   Description
This workshop will introduce participating teachers to Acceptable Use Policies, and online etiquette, commonly referred to as netiquette, for adults and students. Teachers will learn how to determine the reliability of websites and copyright concerns for their students.

II.   Background Knowledge
Participating teachers should be able to use a word processor, access the Internet, create bookmarks, and print Internet information.

III.   Objectives
•   Participating teachers will review the district AUP and create a student netiquette guide for their classroom.

•   Participating teachers will define the district's software and copyright policy as it pertains to staff and students.

•   Participating teachers will demonstrate the ability to access the reliability of Internet information.

•   Participating teachers will demonstrate knowledge of etiquette, privacy, safety, legal, and ethical issues regarding the use of technology in the schools and classrooms.

•   Participating teachers will write a narrative regarding the integration of technology into their classroom curriculum for inclusion in their technology portfolio.

IV.   Materials
1.   Text, Websites, and Reading

    Shelly, G.B., Cashman, T.J, Gunter, R.E., & Gunter, G.A. (2003) <u>Teachers Discovering Computers: Integrating Technology in the Classroom, Second Edition</u>. San Francisco, CA: Course Technology. Chapter 8

    November, A., (2001) <u>Empowering students with technology</u>. Arlington, Heights, IL: SkyLight Training and Publishing

    Websites:
    Reliability of Internet Information:
        http://library.wichita.edu/reference/images/PDF/evaluating_internet_sites.pdf
        http://www.marquette.edu/library/search/evaluatingweb.html
        http://www.infosearcher.com/cybertours/tours/tour04/_tourlaunch1.htm
        http://www.siec.k12.in.us/~west/online/eval.htm
    Teaching Internet Responsibility:
        http://www.yahooligans.com/tg/index.html
        http://www.uni.uiuc.edu/library/computerlit/scenarios.html
    Alan November:
        http://www.anovember.com/articles/zack.html
        http://www.anovember.com/
    Student tools for Searching:
        http://www.kidsclick.org/ksearch.html
        http://sunsite.berkeley.edu/KidsClick!/
        http://www.kidskonnect.com/
    Copyright Information:
        http://www.yahooligans.com/tg/litintro.html
        http://www.umuc.edu/library/copy.html
        http://groton.k12.ct.us/mts/eg1.htm
        http://legacy.eos.ncsu.edu/eos/info/computer_ethics/
    Reading:
        http://www.creativeclassroom.org/as99tech/index.html
        http://www.2learn.ca/mapset/SafetyNet/plagiarism/plagiarismframes.html

    District Technology Plans
    District Staff AUP, District Student AUP

2.   Student Materials
    writing materials, workshop handouts, computer disk

3.   Facility
    Microsoft Office®
    Windows-based or Macintosh-based client computer systems

Internet access
Digital Projector

V. Workshop Overview

1. A presentation regarding the reliability of information found on the Internet will give the participating teachers the opportunity to create their own guide or checklist for evaluating the reliability of Internet information.
2. A discussion of passages from Alan November's book and the article, <u>The Web: Teaching Zack to Think</u> will lead to Internet research to find websites of questionable and authentic information. Teachers will work in groups to create these checklists.
3. Teachers will begin to create a student-centered lesson plan to teach students about Internet reliability.
4. District AUPs will be examined and evaluated for information regarding student responsibilities when using the Internet. Teachers will explore sites dealing with netiquette for adults and students. Teachers will create student netiquette guidelines for their class assignment.
5. District AUPs and current reference materials will be examined for up-to-date information on copyright laws and regulations regarding the Internet and other copyrighted materials. Teachers will search to find and download information for their students on plagiarism.

VI. Instructional Methods

Presentation and discussion
Demonstration and hands-on
Cooperative grouping
Assignments

VII. Assessment

Participating teacher will include the following in their Induction technology portfolio:

Narrative regarding the concerns about the reliability of Internet sources
Narrative regarding privacy, safety, legal, and ethical issues in school technology use
      – reference Induction Standard 17b
Narrative regarding the use of technology in the classroom
Printout of student Internet research
      – reference Induction Standard 17d
Printout of teacher Internet research
      – reference Induction Standard 19j
Printout of student netiquette guide
Printout of signed District AUP (staff and student)
Sample projects and lesson plan for students regarding Internet bias
      – reference Induction Standard 17b

Correlation between Standard 16–Technology
and Induction Standards 15,17,18,19, 20

Participating Teachers will write Action Plans at the end of each workshop to demonstrate how these workshops and new learning will affect an effect on their instructional practices. All action plans, reflections, lesson plans, and other documentation should be computer generated. Student work examples should be digitized for inclusion in the Participating Teacher's Electronic Portfolio. Each Standard Workshop Team should be encouraged to use the Internet as a research tool for strategies, methods, lesson plans, online professional development, and professional communication.

Standard 16a) *Each participating teacher communicates through a variety of electronic media.*	
Standard	Technology Evidence
15a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with The California Standards for the Teaching Profession and beyond what was demonstrated for the preliminary credential.	Needs assessments E-mail communication Electronically produced checklists and anecdotal records
15c) Each participating teacher communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus.	E-mail communication PowerPoint presentation Online classes Instant Message
15g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.	E-mail communication Web page Instant Message
18b) Each participating teacher implements accident prevention strategies within the classroom and school site	Checklists for classroom hazards Checklists for school site hazards E-mail checklists to administrators and district personnel
18c) Each Participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, care givers, and health professionals to create and maintain a healthful environment.	E-mail communication Web page Links to websites placed on teacher's web page or website Instant Message

Standard 16a) *Each participating teacher communicates through a variety of electronic media.*	
Standard	Technology Evidence
19k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.	E-mail communication Electronically produced documents Translation software Web page
20a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the IEP process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals, and objectives as they pertain to mainstreaming in the general education classroom.	Collaboration log E-mail log Web meetings Electronically produced IEPs
20e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment whether it be to the next grade level, school, or post-school environment.	E-mail log Web meetings Instant Message

Standard 16b) *Each participating teacher interacts and communicates with other professional through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced learning.*	
Standard	Technology Evidence
15c) Each participating teacher communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus.	E-mail communication PowerPoint presentation Online classes Instant Message

Standard 16b) *Each participating teacher interacts and communicates with other professional through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced learning.*	

Standard	Technology Evidence
15h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.	Listserv participation online classes Threaded Discussions
17f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students	Online professional development (example: ASCD) Listserv participation
18g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect, state and local permitted health topics, state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.	Internet research Government websites Online professional development
20a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the IEP process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals, and objectives as they pertain to mainstreaming in the general education classroom.	Collaboration logs E-mail logs Web meetings Electronically produced IEPs

Standard 16c) *Each participating teacher uses technological resources available inside the classroom or library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.*	
Standard	Technology Evidence
15b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level (s).	Technology-infused standards-based lesson plan
15e) Each participating teacher demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.	SCORE Sites Technology-infused standards-based lesson plan
17a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for all students.	Technology-infused standards-based lesson plan
17c) Each participating teacher assesses students specific learning needs in order to plan and provide appropriate learning opportunities to master the state-adopted academic content standards and performance levels for all students.	Technology-infused standards-based lesson plan
19d) Each participating teacher demonstrates the ability to use a variety of systematic, well-planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.	Technology-infused standards-based lesson plan Internet research on English Language Learners Web based translation media Software based translation media

Standard 16c) *Each participating teacher uses technological resources available inside the classroom or library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.*	
Standard	Technology Evidence
20f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths	Technology-infused cooperative group activities Technology-infused standards-based lesson plans

Standard 16d) *Each participating teacher designs, adapts, and uses lessons which address the student's needs to develop information literacy and problem solving skills as tools for lifelong learning.*	
Standard	Technology Evidence
17d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California Society.	Technology-infused standards-based lesson plan
19d) Each participating teacher demonstrates the ability to use a variety of systematic, well-planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.	Technology-infused standards-based lesson plan Internet research on English Language Learners Web based translation media Software based translation media
19i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Technology-infused standards-based lesson plan with emphasis on ELL.
20f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths	Technology-infused cooperative group activities Technology-infused standards-based lesson plans

Standard 16e) *Each participating teacher uses technology in lessons to increase the student's ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers, or in computer labs.*	
Standard	Technology Evidence
18f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.	WebQuest Internet research Challenge standards http://www.cde.ca.gov/challenge/health.html Technology-infused standards-based lesson plan
19g) Each participating teacher draws upon available resources to enhance English learners comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the state-adopted academic content standards for students.	Websites for ELL Online games and activities

Standard 16f) *Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.*	
Standard	Technology Evidence
15f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.	Web created rubrics Spreadsheet grade books Electronically produced anecdotal records Checklists
15g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.	E-mail communication

Standard 16f) *Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.*

Standard	Technology Evidence
17c) Each participating teacher assesses students specific learning needs in order to plan and provide appropriate learning opportunities to master the state-adopted academic content standards and performance levels for all students.	Database and spreadsheet analysis Checklists

Standard 16g) *Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.*

Standard	Technology Evidence
17b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.	Website bias Computer game bias
17d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California Society.	Student Internet Research
19J) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.	Teacher Internet Research
17g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the state-adopted content standards for students at high performance levels.	Technology-infused standards-based lesson plan

16a)

Printout of PowerPoint presentation
Printout of e-mail communication with colleagues
Printout of e-mail communication with parents
Electronically produced Checklist for Classroom Hazards
Electronically produced student anecdotal records
Printout of Instant Message conversations with colleagues
Printout of Instant Message conversations with parents
Printout of Teacher Web pages
Printout of collaboration logs for IEPs
Electronically produced reflections
Printout of classroom newsletter
Copy of final graph from CTAP assessment

16b)

Printout of Listserv participation/registration
Printout of Threaded Discussions
Certificate of completion for online professional development
Certificate of completion for online course work
Printout of bookmarks for government websites
Electronically produced reflections
Printout of collaborative lesson plan
Printout of e-pal, as the expert, or online project information

16c)

Printout of technology infused standards-based lesson plans (minimum of 3)
        1 emphasis on differentiated instruction
        1 emphasis on teacher's current assignment
        1 download of usable plan from an Internet source
Printout of bookmarks for SCORE websites
Electronically produced reflections
Scanned or electronically produced student work
Electronically produced software evaluation checklist
Electronically produced website evaluation checklist

16d)
Printout of technology infused standards-based lesson plans (minimum of 3)

      1 emphasis on ELL

      1 emphasis on cooperative grouping (social and academic needs)

      1 emphasis on cultural and ethnic groups in California incorporating a WebQuest or hot list

Electronically produced reflections

Scanned or electronically produced student work

Reflection on Internet research regarding English Language Learners

16e)
Printout of California Health Challenge Standards for current assignment

Printout of technology infused standards-based lesson plan for health

Printout of bookmarks for online ELL games and activities

Printout of schedule for in class or computer lab use

16f)
Printout of web created rubrics

Printout of teacher generated rubric

Printout of electronic grade book page

Electronically produced student progress anecdotal records

Printout of e-mail communication/logs with parents

Printout of electronically produced student progress reports

Electronically produced checklists

16g)
Narrative regarding the concerns about the reliability of Internet sources

Narrative regarding privacy, safety, legal, and ethical issues in school technology use

Narrative regarding integration of technology into the curriculum

Printout of student Internet research

Printout of teacher Internet research

Printout of student netiquette guide

Printout of signed District AUP (staff and student)