


No Teacher Left Behind

Real Technology Integration
Tools and Skills



Overview



No Teacher Left
Behind: Real
Technology
Integration Tools and
Skills

0.0 Overview --
Contracting

1.0 Experiencing --
Multi-Sensory Explaining

2.0 Exploring --
Emotional, Social and
Motor Learning Tasks

3.0 Synthesizing and
Creating

4.0 Personalizing and
Applying

5.0 Sharing and
Summarizing

Learning Strategies and Activities

Student Outcomes	High	Challenges	Stars
	Low	Dogs	Questionables
	← Hard to Implement		Easy to Implement →

Educational Framework

Educational Framework

Educational Framework			Requirements and Specifications			
	<i>Description</i>	<i>Analysis</i>		<i>Requirements</i>	<i>Specifications</i>	<i>Standards</i>
Current Conditions		<ul style="list-style-type: none"> • Feasibility Study • Impact Statement • Risk Analysis 	Goals			
			Objectives			
			Activities			
			Assessments			
			Professional Development			
Target Improvements			Budget			

Technology Framework

Educational Framework			Requirements and Specifications			
	<i>Description</i>	<i>Analysis</i>		<i>Requirements</i>	<i>Specifications</i>	<i>Standards</i>
Current Conditions		<ul style="list-style-type: none"> • Feasibility Study • Impact Statement • Risk Analysis 	Platforms			
			Infrastructure			
			Processes			
			Programs			
			Assessments			
			Distribution			
			Training			
			Support			
			Budget			
Target Improvements						

Session Description

- ◆ **Motivate teachers to integrate technology...make work easier**
- ◆ **Deliver complete packages**
 - Planning tools
 - Templates
- ◆ **Open, Modular Formats**
 - Flexible
 - Affordable
 - Packaged with instructions
- ◆ **Mechanisms for sharing**

Modular Design Strategies

◆ **Modular Design Strategies**

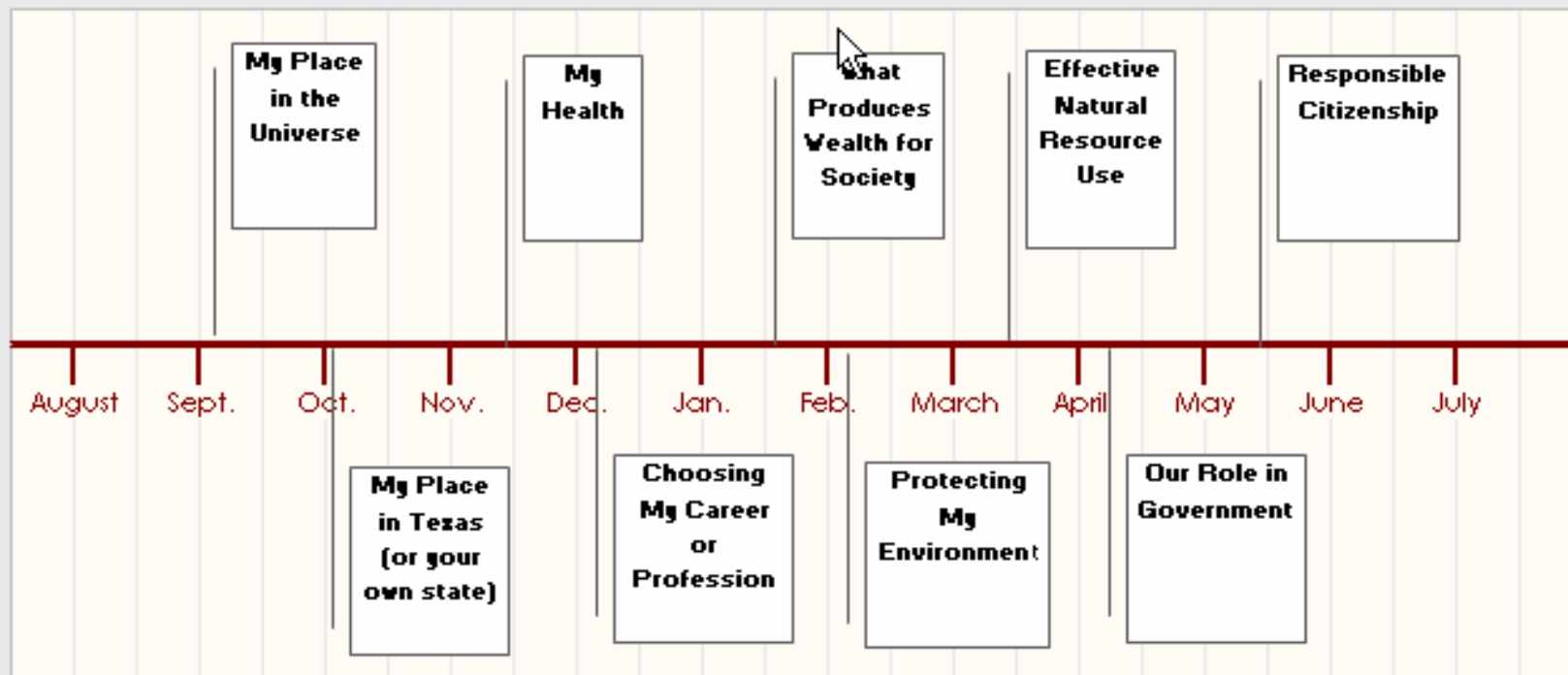
- **Yearly Planning**
- **Generic Templates**
- **Replicated Modules**

◆ **Teachers Need Different Project Mgmt**

- **Easy– Just the Basics**
- **Visual**
- **At-a-Glance**

Thematic Unit Timeline

Thematic Unit Timeline



Session Explorations

- ◆ Explore Web-based Distribution
- ◆ Explore E-mail based distribution
- ◆ Explore Software Solutions



Objectives

◆ ***Participants will...***

◆ **Goal #1:**

– **Discover strategies**

◆ **Thematic Units**

◆ **Planning Tools**

◆ **Templates**

◆ **Explore Web-based Distribution**

– **Online Tutorials**

◆ **Explore Software**

Objectives (Cont.)

◆ *Participants will...*

– Goal #2:

- ◆ Examine Planning and Project Management Strategies

- ◆ Yearly Planning

- ◆ Thematic Units

- ◆ Project Management Tools

◆ **Explore Database Software**

- ◆ MS Access(TM)

- ◆ The Brain(TM)

- ◆ InfoSelect(TM)

Objectives (Cont.)

◆ *Participants will...*

– Goal #3:

– Demonstrate Package Delivery

◆ AutoResponders

◆ E-mail

◆ Web-based Distribution (Download)

– Explore Web-based Distribution Software

◆ SiteBuildIt(TM)

Objectives (Cont)

◆ ***Participants will...***

◆ **Goal #4:**

– **Demonstrate Package Delivery**

◆ **AutoResponders**

◆ **E-mail**

◆ **Web-based Distribution (Download)**

◆ **Explore Web-based Distribution Software**

◆ **AutoResponders**

◆ **RSS**

Access to Materials

- ◆ Provide Access to Materials
- ◆ Provide How-to Information
- ◆ Samples
 - **Web Download Address:**
 - **Contents of CD**
 - **Replicated Modules**
- ◆ Planning Estimates
 - **Time**
 - **Cost**
 - **Software**
 - **Subscriptions**
 - **Required Skills**

Connecting with Teachers

- ◆ ***Use Strategic Structuring and Templates***
- ◆ **Consistent Module Design:**
- ◆ **Modular Design Strategies**
 - Yearly Planning
 - Generic Templates
 - Replicated Modules
- ◆ **Web-based (Online) Distribution**
- ◆ **E-mail-based Distribution**
- ◆ **Software Tools**

Experiencing

- ✦ **What is it like to have "free" time?**
 - *"Teachers haven't seen free time in so long that they wouldn't recognize it if they had it"*

✦ Joseph Chmielewski

- ✦ **We can motivate teachers if we show them how to get their time back**
- ✦ **We can give teachers their time back, if we show them how to use technology and work together**
- ✦ **What this is not**
 - **Lots of unrelated links to lesson plans**
 - **Stuff that makes more work for teachers**
 - **A substitute for good teachers or good teaching**
 - **Support for management stupidity and hair-brained initiatives**

Teacher Free Time

- ✦ Teachers won't have free time unless, until...
 - *"Teachers can create free time if they work smarter, and if they work together"*
- ✦ Teachers work smarter by...
 - Planning for the year
 - Automating
 - Sharing
 - Using the same templates and formats
 - Focusing upon how children learn
 - ✦ Higher-order thinking questioning
 - ✦ Multiple Intelligences
 - Teaching with Themes...
 - ✦ That students like
 - ✦ That make sense
 - ✦ That fit together
 - ✦ That are related or interrelated

Exploring

◆ Strategies for Training Teachers to use Software...

- *Ineffective and Limited Return on Investment!*

- ◆ Teachers don't have the time to practice
- ◆ Teachers can't devise new uses for unfamiliar software
- ◆ Practice in isolation doesn't work
- ◆ Software features don't generalize to real work
- ◆ The challenge of doing all this work alone is overwhelming
- ◆ Teachers don't feel comfortable using what they haven't mastered with students

◆ Instead...

- Package the materials in small chunks with their own embedded tutorials

Exploring What Works

✦ *Structured, small steps and replicated models... and teachers sharing*

- Teachers don't have the time to go it alone
- Several teachers building and sharing multiplies the returns for all
- Learning specific software features, one at a time is manageable
- Teachers feel comfortable using structured activities with students

✦ **Remember...**

- Package the materials in small chunks with their own embedded tutorials

Exploring Reusable Modules

- ✦ **Reusable modules are components that teachers train students to use.**
 - **Students use these over and over**
 - **Once students understand the modules, the modules can then be made more complicated**
- ✦ **Benefits of modules include...**
 - **Teachers only need to keep one step ahead of the students**
 - **Training becomes important, has "Face Validity"**
 - **Training can be short, even automated**
 - **Modules work well with student group projects**
 - **Teachers can assume coaching, mentoring and facilitator roles**
 - **Rubrics can be applied to student outcomes**
 - **Training can focus upon teachers' real work**
 - ✦ **and the packaged materials can be delivered in small timeframes**

Exploring Skepticism

- ✦ **Won't students get bored with doing the same thing over and over?**
 - **When the modules become more complicated, students don't see the tasks as the same thing**
 - **The modules always focus upon the curriculum, not the technology**
 - **Modules focus upon products and projects**
 - ✦ **(students like projects)**
 - **Modules allow group activity and interaction**
 - **Modules supplant the need for so many tests**
 - ✦ **(students don't like tests)**
 - **Modules can be multi-disciplinary**
 - ✦ **(less preparation for the teacher)**
 - **Grading rubrics make assessing students' products more authentic**
 - **Teachers can customize modules and share with one another**
 - ✦ **(If six teachers each build two modules, all teachers' work decreases by 5/6)**

Module Samples

- ◆ **Any complex student activity that students can be trained to apply can be a module**
 - **Student Individual and Group Projects**
 - **Journal Entries**
 - **Self-correcting and Teacher Correcting Center Activities**
 - **Structured Research Formats**
 - **Higher-order Thinking/ Multiple Intelligence's Activities**
 - **Simulations**
 - **Keypals/ e-Pals Projects**

Module Samples

◆ **The Keys to Successful Modules are..**

- **Successively more difficult skills**
- **Specific learning targets**
- **Rubrics are used to assess student progress**
- **Reusable templates or forms**
- **Usable for multiple content areas**
- **Standardized, Sharable**

◆ **The contents of this CD contain many examples of Reusable Modules**

Synthesizing

◆ **Synthesizing means putting things together...**

– **Developers and teachers have different roles**

– **Developers and teachers need different tools**

◆ (P.S. Involve trainers, too)

◆ **Guess who needs more tools?**

Teachers need More Skills

	Web	Presentation	Planning	Modular	Design	Distribution	Logistics
Developers	X	X	X	X	X	X	X
Trainers	X	X	X	X	X	X	X
Teachers	X	X	X	X	X	X	X



◆ **Surprise! Teachers need just as many skills...maybe more!**

◆ **But, when do they have time to learn these skills?**

How do we Help Teachers?

- ◆ **Technology Integration fails unless we help teachers**

- ◆ **Help teachers...**

- When they need help
- When they want help
- On their own terms
- Fast enough

- ◆ **How do we do this?**

- Deliver help through...
- Web access and download
- Intranet access and download
- E-mail
- Autoresponders
- RSS

What are these Distribution Methods?

Definitions:

◆ Autoresponders

- Requests sent by E-mail automatically return messages, modules, reports, tutorials

◆ RSS

- Information feeds that require an application to be installed on the local computer
- The RSS Application picks up the information as soon as it is published on the Web server

◆ Other methods of content distribution*

- (* not discussed in this presentation)
- Streaming Media
- Video on demand
- Shockwave/ Flash Web content

Personalizing

- ◆ How do you apply a "Learn as you go" program?
- ◆ What does it take to implement a "Just-in-time" program?
- ◆ Who has the time and wherewithal to pull this off?
- ◆ What has to happen to make a program like this a reality?
- ◆ What might a program like this cost?

Learn as You Go

- ◆ **How do you apply a "Learn as you go" program?**
 - **Plan for the year**
 - **Set objective requirements**
 - **Develop a Scope and Sequence**
 - **Develop rubrics**
 - **Gradually increase required skills**
 - **Deliver "just-in-time" tutorials**



Just-in-Time Programs

◆ Just-in-time Programs...

- Keep tutorials just one step ahead of student requirements
- Keep tutorials short
- Deliver the tutorials in bite-sized chunks
- Match rubrics to these bite-sized chunks
- Package a how-to with each step
- Make the requirements slightly more difficult each step

Summary Questions

- ◆ What does it take to develop a program like this?
- ◆ Who has the time?
- ◆ What has to happen?
- ◆ What are the costs?



For Answers..

🏠 Visit our Web site

<http://www.classroomtoolkit.com>



Thank you!

