School District

2006 – 2007

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**Professional Developing
Reporting Form**

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SCHOOL SITE: <u>Multiple School Sites Ranging from Elementary to High School</u>

BACKGROUND INFORMATION

In developing professional development training, each school site shall annually utilize student driven data to determine district and school site professional development needs.

Professional development shall be directed toward development of comprehensive and instructional strategies in core curriculum areas for the following goals.

PRESENTERS: <u>Discovery Education, Ieinstruction, Smart Technologies, Enid Public Schools</u>

TITLE: <u>Integrating Technology in Developing Assessment Based Interactive Lessons</u>

A. Professional development core subject area covered: <u>An Interdisciplinary Approach to Multiple Core Subject Design</u> .

B. PROFESSIONAL DEVELOPMENT GOALS INCLUDED (USE ABOVE LIST AND APPROPRIATE GOALS)

GOALS:

Under the new standards of the No Child Left Behind Act, effective schooling will be assessed by judging whether classroom or schooling process are related to the intentions of the state in terms of curriculum delivery. Now more than ever, it will be important for schools to grasp the idea of alignment to state standards. It will be a critical factor to school effectiveness reporting and should be noted that it will be impossible for teachers and schools to be found effective if they teach one thing and find the students tested on another. If students are to take a test that will be used to judge the schools effectiveness then students must have the opportunity to learn what it is that is on the test.

Sensible discussion of effectiveness cannot be measured unless the skills and knowledge of instruction are convergent to the desires and responsibilities of teachers to give each child an opportunity to learn the skills desirable. Any assessment used as an indicator of school effectiveness must be linked logically to the curriculum that is delivered. The meaning of an opportunity to learn is when students are successfully engaged in task that is related to skills they will be assessed on in the future. In this professional development proposal I will outline the esstianal elements in developing assessment based lessons that integrate the use of technology that will increase academic learning time and student engagement.

B.1 Teachers attending this in-service will learn the essential elements of designing assessment based lessons and how to integrate technology to increase, academic learning time, and student engagement.

B.2 Teachers attending this in-service will learn how to identify and understand curriculum standards in terms of key content areas as an important process in the improvement of student learning. Developing technology tools to track how students are performing in specific content areas is one method in helping teacher's identity strengths and weakness in delivery choices. Such tools will allow teachers and principals to get answers about trends in content weakness and determine gaps in learning across specific subjects. Understanding the data through formal teacher training on how to apply instruction is the key to increased student performance.

B.3 Teachers attending this in service will use the "Content Builder" as a five step process that will support teachers in identifying ways to incorporate technology that will allow students to achieve both state and national standards. This process will assist teachers in creating a coherent, workable framework for instruction, as well as developing technology-based interactive lessons into existing content.

DAY 1: MONDAY OCTOBER 30, 2006

Goal Overview: In this three day in-service teachers will learn the essential elements of designing assessment based lessons and how to integrate technology to increase, academic learning time, and student engagement. The lesson design format is based upon effective teaching strategies that utilize technology for the foundation of delivery that will lead to increasing student performance on state mandated assessments.

Five Essential Steps for Technology-Based Interactive Learning Design" which includes:

The "Content Builder" is a five step process that will support teachers in identifying ways to incorporate technology to enable the school to achieve both state and national standards. This process will assist teachers in creating a coherent, workable framework for instruction, as well as developing technology-based interactive lessons into existing content.

1. Establishing purpose
2. Selecting content standards
3. Developing learning tasks
4. Defining methods of assessment
5. Developing a technology-based storyboard

C.1 ACTIVITIES: ORIENTATION TO ASSESSMENT BASED LESSON DESIGN AND THREE DAY AGENDA

3:40 – 3:50 ....Agenda Orientation and Materials by Mike King
                               What is Assessment Based Lesson Design?
3:50 – 4:10 ....Overview Den Application Process by Michelle Weeks
4:10 – 4:45 ....Five Essential Steps to Lesson Design by Mike King

DAY 2: TUESDAY, OCTOBER 31, 2006

Goal Two Overview: In order to generate and construct a quality technology-based interactive lesson, it is important that teachers have the basic knowledge of the types of technology required in the production process. Teachers who have an understanding of the capabilities of technology when developing a technology-based interactive lesson will have a much more professional appearance to their lesson design. The guidelines for developing a storyboard presented in this section will allow for the development of a detailed outline for lesson designers to follow when integrating technology into a whiteboard interactive lesson.

Template One: Set

The set template helps the lesson developer to identify elements of technology that the support focusing of the learner's attention on specific lesson content. It comes at the beginning of the lesson and acts as an introduction. The purpose of the set template development is to enable the learner to anticipate what is to come in the lesson and prepare for learning. In almost every technology-based interactive lesson, there should be a set consisting of three parts: (1) ways to involve the learner; (2) a statement of learning; and (3) techniques to relate this learning to past, present, and future learning.

Template Two: Explanation
The explanation template provides information on how to give explanation within the interactive lesson and how explanation must be specifically related to the objective. Effective explanations usually include examples and/or models. However, these examples must illustrate the content and be within the realm of experience of the learners. When teachers plan the interactive lesson using concrete, relevant examples to illustrate the content, student achievement increases.

Template Three: Activities
In template three the following three kinds of activities will be applied: (1) independent, (2) guided, and (3) group. Guided activities are directly supervised by the teacher and should be the first kind of activity used in order to make sure that the students have internalized the learning correctly.

Template Four: Closure
Closure, which is the last component of the interactive lesson design, serves as the wrap-up for the learning objective. The purpose of closure is to refocus the learner on the learning objective. The first requirement of closure is the restatement of the objective, thus providing the students with one more chance to hear what they were expected to have learned.

C.2 ACTIVITIES: EFFECTIVE TEACHING PRACTICES AND TECHNOLOGY INTEGRATION
8:00 – 9:45 ....unitedstreaming by <u>Marcus Hill Discovery Education</u>
10:00 – 11:45 ....Student Responders by <u>Butch Holland</u>
11:45 – 3:40....................................Lunch Back to School
3:40 – 4:45 ....Storyboard Development by <u>Mike King</u>

DAY 3: WEDNESDAY, NOVEMBER 1, 2006
Goal Three Overview: In each of the tutorial sessions, explanations will be provided for expanding ideas and strategies for integrating technology-based multi-media resources into the classroom. The focus of this in-service will allow teachers to see, use, and understand the educational benefits of integrating technology into the classroom.

AUDACITY Audacity is a free, easy-to-use audio editor and recorder for Windows, Mac OS X, GNU/Linux, and other operating systems. You can use Audacity to, Record live audio, convert tapes and records into digital recordings or CDs, Edit Ogg Vorbis, MP3, and WAV sound files, cut, copy, splice, and mix sounds together and Change the speed or pitch of a recording.

PHOTO STORY 3 Create slideshows using your digital photos. With a single click, you can touch-up, crop, or rotate pictures. It's that easy! Add stunning special effects, soundtracks, and your own voice narration to your photo stories. Then, personalize them with titles and captions.

MOVIEMAKER TIPS & ISSUE RESOLUTION IDEAS Windows Movie Maker 2 makes it easy for just about anyone to make movies on their computer. Just build your storyboard, edit your clips, add music, and you'll have your first movie ready to go!

GOOGLE EARTH Google Earth puts a planet's worth of imagery and other geographic information right on you're desktop. Using Google Earth as a geographical resource will allow the integration of technology resources for multiple purposes. These purpose include developing kmz files that can be saved and hyperlinked as part of an interactive lesson. You can also save screen shots as jepg files to use as a backgroud for PowerePoint presentations.

C.3 ACTIVITIES: TECHNOLOGY RESOURCES

1:00 – 2:15 ....MovieMaker - Photo Story 3 – Audacity by Mike King
2:30 – 3:30 ....Google Earth – by Mike King
3:45 – 4:45 ....SmartBoard by Steve Patrick SMART Technologies

D. TOTAL EXPENDITURES FOR PROFESSIONAL DEVELOPMENT SESSION:

Six Substitutes for One Day = $360.00

E. USING STUDENT DRIVEN DATA, LIST THE ACHIEVED RESULTS FOR EACH GOAL (LISTED ABOVE) THAT YOU INCLUDED IN YOUR TRAINING PERIOD.

- Teachers will learn the essential elements of designing assessment based lessons and how to integrate technology to increase, academic learning time, and student engagement.
- Teachers will learn that any assessment used as an indicator of school effectiveness must be linked logically to the curriculum that is delivered.
- The meaning of an opportunity to learn is when students are successfully engaged in task that is related to skills they will be assessed on in the future.
- Teachers attending this in-service will learn how to identify and understand curriculum standards in terms of key content areas as an important process in the improvement of student learning.
- Teachers attending this in service will use the "Content Builder" as a five step process that will support teachers in identifying ways to incorporate technology that will allow students to achieve both state and national standards.