

Professional Development Opportunities – 2006-2007

Jordan School District Curriculum Technology Specialists

Philosophy: “Professional development – for K-12 teachers, higher education faculty, and school administrators – is the critical ingredient for effective use of technology in the classroom.”⁷

All trainings are customized for the needs of specific educators. This includes:

- Combining any of the subjects in the matrix
- Specific academic subjects
- Grade level— K-2, 3-6, 7-9, 10-12
- Catering class according to length of class
- Utah Core Curriculum

Contact Persons:

- Bonnie Muir 567-8726
- Darren Draper 567-8774
- Margo Shirley 567-8773
- Kelly Dumont 567-8758

Category	Specific Classes	Hours	Description
<i>Integrating Technology into the Curriculum</i> “Even as technology becomes more ubiquitous in classrooms, teachers’ preparation to use technology for teaching lags behind access to technology.” ¹⁵ [No Child Left Behind]	<ul style="list-style-type: none"> • Customized to your school needs, CSIP, and Professional Development Plan 	1 hour	The Curriculum Technology Specialists, in conjunction with the principal and staff, will customize professional development sessions for the school using components from the classes below.
		2 hours	
		3-4 hours	
		7-14 hours	

References: 2, 4, 5, 6, 8, 11, 13, 14, 15

Category	Specific Classes	Hours	Description
<i>Projects in the Classroom</i> “The most common reported effect on students was an increase in motivation...to write, to work on computational skills.” ⁹	<ul style="list-style-type: none"> • Appleworks / Pages • iLife (iPhoto, iMovie, • ImageBlender • Inspiration / Kidspiration • iTunes / GarageBand • iWork (Keynote / Pages) • KidPix Deluxe 3 • MediaBlender • Microsoft Excel • Microsoft PowerPoint • Microsoft Word • Use of Peripherals (digital camera, scanners, flex cam, etc.) 	1 hour	Participants will complete one project that can be replicated in the classroom.
		2 hours	Participants will complete one project that can be replicated in the classroom and will explore options for other classroom applications.
		3-4 hours	Participants will complete one project that can be replicated in the classroom. Time will be provided to create a variety of additional classroom projects.
		7-14 hours	Participants will explore the aspects of the program in greater depth. More time is provided for development of projects.

References: 2, 4, 5, 6, 8, 9, 11, 12, 13, 14

Category	Specific Classes	Hours	Description
<i>Classroom Activities with Technology</i> "Research literature shows us that the instructional value lies in the way the technology is used and in the activity structure that surrounds it, rather than in the hardware or software itself." ⁹	<ul style="list-style-type: none"> • AlphaSmarts • Appleworks / Pages • GIS/GPS • Graph Club • Microsoft Excel • Neighborhood Map • Machine • TimeLiner • Tom Snyder Software • World Book 	1 hour	Participants will complete one activity that can be replicated in the classroom.
		2 hours	Participants will complete one activity that can be replicated in the classroom and explore options for other classroom applications.
		3-4 hours	Participants will complete one activity that can be replicated in the classroom and create a variety of additional projects for classroom use.
		7-14 hours	This training explores activities in greater depth and provides more time for development of projects.

References: 2, 3, 4, 5, 6, 8, 9, 11, 13, 14

Category	Specific Classes	Hours	Description
<i>Using the Internet</i> "When students used the Internet to research topics, share information, and complete a final project within the context of a semi-structured lesson, they became independent, critical thinkers." ³	<ul style="list-style-type: none"> • Digital Manipulatives • Internet Research • Information Literacy • MarcoPolo • Pioneer Library • PowerGrade/PowerSchool • Social Software • SurWeb • T4 Grade Level Resources • UEN Curriculum Search • UEN Link Center • UEN Tools • UTIPS • WebQuests 	1 hour	An overview of resources will be given. Web sites for more information will be provided.
		2 hours	An overview of resources will be given. An activity based on these resources will be completed that can be used in the classroom.
		3-4 hours	An overview of resources will be given. An activity based on these resources will be completed that can be used in the classroom. Time will be given to explore resources for classroom use.
		7-14 hours	This training explores the aspects of the Internet in greater depth and provides more time for development of projects.

References: 2, 3, 4, 5, 6, 7, 8, 11, 13, 14

Category	Specific Classes	Hours	Description
<i>Implementation of Technology and Higher Level of Instruction</i> "Students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom." ¹⁰	<ul style="list-style-type: none"> • PowerGrade and PowerSchool Teacher 	2-4 hour	Using PowerGrade and PowerSchool Teacher as an electronic grade book and transferring grades to the district report card and printing report cards.
	<ul style="list-style-type: none"> • UTIPS 	2 hours	Using the Utah Test Item Pool Server to support the Utah State Core Curriculum.
	<ul style="list-style-type: none"> • Moving to Higher Levels of Technology Integration 	1-4 hours	Overview of higher levels of instruction and technology integration. This should not be an isolated course but should be used in conjunction with other courses listed.
	<ul style="list-style-type: none"> • WebQuests 	4-14 hours	This training explores these activities in depth and provides time for development of projects.
	<ul style="list-style-type: none"> • Online Collaborative Projects 	4-14 hours	This training explores these activities in depth and provides time for development of projects

References: 2, 3, 4, 5, 6, 8, 10, 11, 13, 14

--

Category	Specific Classes	Hours	Description
<p>Keyboarding</p> <p>“Keyboarding should first be taught as a concentrated unit in third grade and reviewed in each succeeding grade to allow students to achieve a high degree of proficiency. Students will be assessed during the spring of their 6th (sic) grade year.”¹⁶</p>	<ul style="list-style-type: none"> • 3rd Grade Keyboard Chatter 	1 hour	Keyboard Chatter introduces students to the keyboard and to proper technique. This class provides an overview of the program and how to use it.
	<ul style="list-style-type: none"> • 4th Grade Keyboard Craze 	1 hour	Keyboard Craze reinforces proper technique and helps students build speed and accuracy. This class provides an overview of the program and how to use it.
	<ul style="list-style-type: none"> • 5th & 6th Grade Keyboarding for Kids (KBK) 	1 hour	KBK helps students improve speed and accuracy. This class provides an overview of the program and how to use it.
References: 2, 5, 6, 8, 14			

Category	Specific Classes	Hours	Description
<p>Computer Lab Training</p> <p>“If technology is used as drill and practice, reward time, or to teach the same old lessons instead of emphasizing higher order thinking skills, the effort may not be effective.”¹</p>	<ul style="list-style-type: none"> • Computer Lab Training 	3-4 hours 7-8 hours	Teachers will participate in a variety of activities using the software that is available in the lab. Teachers will come away with ideas of how they can use the software to support their classroom curriculum. To learn the software in depth, it will be necessary to take a more in-depth class.
	<ul style="list-style-type: none"> • Mobile Lab Training 	2-4 hours	Teachers will participate in a variety of activities using the software that is available in the lab. Teachers will also learn strategies for using the lab in their classroom. To learn the software in depth, it will be necessary to take a more in-depth class.
	<ul style="list-style-type: none"> • Laptop Training 	1-2 hours	Teachers will learn to use their laptops more efficiently and more effectively.
References: 1, 2, 4, 5, 6, 8, 11, 13, 14			

REFERENCES

1. Barfield, Diane. "Best Practices in Instructional Technology." [Online]: http://www.techlearning.com/db_area/archives/WCE/archives/dianebp.html. February 1, 2003.
2. CEO Forum. Year 4 Star Report. [Online]: <http://www.electronic-school.com/2001/09/0901ewire.html#forum>. 2001.
3. Coley, R., Cradler, J., & Engle, P. Computers and Classrooms: The Status of Technology in U.S. Schools. Princeton, NJ: Educational Testing Service Policy Information Center. 1997.
4. Fitzpatrick, Kathleen A. School Improvement: Focusing on Student Performance. Schaumburg, Illinois: National Study of School Evaluation (NSSE). 1998.
5. Fitzpatrick, Kathleen A. Technology: Indicators of Quality Information Technology Systems in K-12 Schools. Schaumburg, Illinois: National Study of School Evaluation (NSSE). 1996.
6. Kelly, M.G. National Educational Standards for Teacher (NETS): Preparing Teachers to Use Technology. Eugene, Oregon: International Society for Technology in Education. 2002.
7. Kerrey, B. and J. Isakson. "The Power of the Internet for Learning: Moving from Promise to Practice." [Online]: <http://www.ed.gov/offices/AC/WBEC/FinalReport>. December 2000.
8. Marzano, Robert, Debra J. Pickering, & Jane E. Pollock. Classroom Instruction That Works. Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development: Alexandria, VA. 2001.
9. Means, Barbara & Kerry Olson. Technology and Education Reform: Technical Research Report. [Online]: <http://www.ed.gov/pubs/SER/Technology/title.html>. August 1995.
10. Middleton, B. M. & R. K. Murray. "The Impact of Instructional Technology on Student Academic Achievement in Reading and Mathematics." [Online]: <http://caret.iste.org/index.cfm?fuseaction=evidence&answered=4#references> 1999.
11. Moersch, Christopher. Beyond Hardware: Using Existing Technology to Promote Higher-Level Thinking. Eugene, Oregon: International Society for Technology in Education. 2002.
12. Project-Based Learning Research. George Lucas Educational Foundation. [Online]: <http://www.glef.org>. November 1, 2001.
13. Schacter, John. The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say. Milken Exchange on Education Technology. [Online]: <http://www.milkenexchange.org>. 1999.
14. "Securing a Learning Return on Your Educational Technology Investment: A Principal's Administrators Guide to Applying the Lessons Learned from Research." WestEd RTEC. <http://www.wested.org/cs/wew/view/rs/619>. May 2002.
15. U. S. Department of Education. No Child Left Behind: A Desktop Reference. [Online]: <http://www.ed.gov/offices/OESE/reference/2d.html>. October 28, 2002.
16. Utah K-12 Core Curriculum. [Online]: <http://www.uen.org/core>. March 2003.