Tech& TKES

Simply adding technology to K-12 environments does not improve learning. What matters is how it is used to develop knowledge and skills.

Zucker and Light, 2009
Jennifer Gates
Jennifer.gates@cobbk12.org

@jenniferagates
#engagecobb
Let’s talk about tech!

Using your quotation:

• Review
• Reflect
• Respond
• Connect
“Teaching is a complex activity that is influenced by the many elements of teacher quality.

Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement.”

-Jennifer King Rice (2003)  
http://www.epi.org/publication/books_teacher_quality_execsum_intro/
“Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally.

The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools.”

- NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS, INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION
“Most teachers are **open-minded** about **integrating technology** into classrooms; however, some remain **resistant** to educational technology or suffer from **technophobia**—a fear of technology. Technophobia is one of the most frequent problems. These teachers often **avoid training** and do not seek assistance. These teachers need to be **reached and shown the benefits of** educational technology.”

- EMBLIDGE, ET. AL (2008, VIRGINIA)

“Despite access to technology and despite the fact that novice teachers are entering the classroom with far more advanced technology skills than their counterparts of an earlier age, only 39 percent of teachers report "moderate" or "frequent" use of technology as an instructional tool (Grunwald Associates, 2010).”

- MARY BURNS (2010)
- http://elearnmag.acm.org/featured.cfm?aid=1865476
Want to add more tech to your TKES?
Get the evaluation ratings you want?
Want to support others to attain L IV(4)?
Worried you're not making the most of technology in your lessons to support your TKES/LKES?

This is the session for you!

You’ll learn how Cobb uses instructional tech to support teacher evaluation & why TKES should mean growth – not GOTCHA!
Plug in NETS!

Standards

http://www.iste.org/standards/essential-conditions
Plug in NETS!

Standards

http://www.iste.org/standards/essential-conditions
Plug in NETS!

Standards

http://www.cobbk12.org/centraloffice/InstructionalTechnology/
Common Core Standards

• Use appropriate tools strategically

• They use technology and digital media strategically and capably.

• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

https://library.madison.k12.wi.us/files/mediasvc/Technology_Skills_Embedded_the_Common_Core_Standards-1.pdf
http://www.iste.org/standards/standards-in-action/common-core
Targeted Standards:

2. Instructional Planning
The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

3. Instructional Strategies
The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

4. Differentiated Instruction
The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
Targeted Standards:

8. Academically Challenging Environment
The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

9. Professionalism
The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
Tech & TKES

What’s your definition?
What do we know about effective teaching & tech?
What are your biggest worries?

U.S. Department of Education
Why Ed Tech Is Not Transforming How Teachers Teach

By Benjamin Herald
Editor's note: This article was contributed to this story.

Tech & TKES

Why Integrate Technology into the Curriculum?
The Reasons Are Many

Tech & TKES

Student-centered, technology-driven instruction remains elusive for most

Public schools now provide at least one computer for every five students. They spend more than $2 billion per year on digital content. And nearly three-fourths of high school students now say they regularly use a smartphone or tablet in the classroom.

But a mountain of evidence indicates that teachers have been painfully slow to transform the ways they teach, despite that massive influx of new technology into their classrooms. The student-centered, hands-on, personalized instruction envisioned by ed-tech proponents remains the exception to the rule.

"The introduction of computers into schools was supposed to improve academic achievement and alter how teachers taught," said Stanford University education professor Larry Cuban. "Neither has occurred."

Indeed, a host of national and regional surveys suggest that teachers are far more likely to use technology to make their own jobs easier and to supplement traditional instructional strategies than to put students in control of their own learning. Case study after case study describe a common pattern inside schools: A handful of "early adopters" embrace innovative uses of new technology, while their colleagues make incremental or no changes at all.

An Introduction to Technology Integration

Technology integration must happen across the curriculum in ways that support and enhance the learning process. In particular, it must support four key elements: engagement, participation in groups, frequent interaction and feedback, and student-directed learning.

Technology integration is centered when the use of technology is driven by educational goals.

Image credit: Shutterstock

Vol. 34, Issue 25, To be 01.10.2014

© 2014 Tech & TKES
Why bother?

http://www.edutopia.org/technology-integration-introduction-video
Engage students at any skill level
Craft videos that show off creativity and imagination, not automation.

Students have the ability to make creative decisions demonstrating understanding and mastery of concepts. Start with the simplified Storyboard editor and work up to the more advanced Timeline editor with video tutorials to guide you along the way.

https://www.wevideo.com/schools
Resources & Tools

http://www.readwritethink.org/
6 Ed Tech Tools to Try in 2016

Posted on January 25, 2016 by Jennifer Gonzalez

Jennifer Gonzalez, Boss.

Search ...

SEARCH

20 Ways to Cut Your Grading Time in Half
Resources & Tools

An organic, participant-driven professional learning experience.
A community created by educators, for educators.
The leading edge of professional development in education.

Upcoming Events

- Sat, 06/12/2020
  Edcamp Lit
  Business, TX 7864

- Sat, 06/12/2020
  Edcamp Tucson
  Tucson, AZ 85701

- Sat, 06/12/2020
  Edcamp FoCoHills
  Fort Collins, CO 80526

- Sat, 06/12/2020
  Edcamp San Fernando Valley
  Los Angeles CA 91331
Event Info

EdcampCobb is back!
Get prepared to join a half-day of food, fun, and Professional Learning your way.

Saturday, October 8th, 2016
8:30 a.m. - 12:30 p.m.

Hawthorne Professional Center
(address and map below)

Click here to register!

Hawthorne Professional Center
1391 Hawthorne Avenue SE
Smyrna, GA 30080
Resources & Tools

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Get prepared to join a half-day of food, fun, and Professional Learning your way.

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Hawthorne Professional Center
(address and map below)

Click here to register!

Hawthorne Professional Center
1551 Hawthorne Avenue SE
Syracuse, CA 30000

Introduction to Edcamp: A New Conference Model Built on Collaboration

September 29, 2010

Teachereadie! Blogger Mary Beth Hertz was one of the organizers of Edcamp Philly, an event that’s “unconference” in nature, that took place in Philadelphia last May. The event attracted the attention of educators from around the world—no matter their expertise or location. However, Edcamp and its organizers set out to produce an inclusive event that would bring together a diverse group of educators. Since then, the organizers have been organizing local Edcamps in their areas. In this Fourth Annual, Ms. Hertz explores the Edcamp model, shares some tips and advice on how to organize and host an Edcamp conference.

Edcamp: A Little History

The Edcamp model is based on the international unconference model, BarCamp, Despite its name, BarCamps have little to do with alcohol. Rather, computer hackers conceived them as a way to come together to share ideas. According to the BarCamp wiki, a BarCamp:

- is an ad-hoc gathering born from the desire for people to share and learn in an open environment.
- is an intense event with discussions, demos, and interaction from participants who are the main actors of the event.

The organizers of Edcamp Philly attended BarCamp Philly in November 2009. This experience sparked our passion for the unconference model and inspired us to share the model with our colleagues in education. We immediately began considering what the basic principles of the day would be, who would come, how we would get the word out and how we would ‘market’
Resources & Tools
7 Technology Tools Every Educator Should Use

By: David Moeckel

A big part of my job as technology teacher is IT coordinator, which means I must keep up with tech ed widgets and tools so I know what to recommend to the teachers at my school. I have a robust PLN that constantly shares what they are doing in their classrooms, programs like EdTech, Principal, Teacher, Technology, and other chats I run. But still, there are more than any one teacher can process.

I try to approach this task by letting them ask me questions. Do they think a tool would be useful? Do they think it would work? Is it usable? Is it intuitive? Are there training videos or a help guide that will assist students as they work through the tool?

Next, I query my school networks. Here are a few tech teachers who had shared with me?

In a perfect world, how can I determine which of these hundreds (thousands) of tools are student-ready?

If a tool causes these two habits, I try it in class. Since I teach over 430 students every week, that’s the true barometer. If a program survives the middle-school grade level of dozens of students, if they can create a project that supports their learning in a new creative way, and still have fun, I’ve found a good tool.

Last year, I came up with what I thought was a brilliant solution to evaluating the endless number of tools by flipping my classroom. I teach science at an all-girls school with about 330 students, so an exhibition at the end of the year is a big deal. I asked the girls to come up with technology ideas and projects that would display the knowledge they gained during the year. They could use any technology that they wanted. They could display their work on a computer, a tablet, or a smartphone.

In the end, I was blown away by the creativity and innovation that my students came up with. They used technology to present their work in ways that I had never seen before. I was so impressed that I decided to take their ideas and turn them into a project for my own students.

I asked my students to come up with their own technology projects that they could use to present their work. They came up with a variety of ideas, from creating a video to presenting a PowerPoint presentation. They were all excited to use technology in their projects, and I was proud of the work they produced.

In conclusion, technology can be a powerful tool for learning if it is used correctly. We should not only educate students on how to use technology but also on how to evaluate it. The true barometer is whether or not the students can use it to learn. If they can, then it is a good tool. If not, then we need to find another one.
A Holiday Gift to Teachers: My Top 10 List of Free Educational Technology Tools

Many educators are intrigued by the use of educational technology in their classrooms and with their students. They want to move past the productivity stage to the point of truly enhancing their own teaching and their students’ learning through educational tools. However, there are so many tools available that many teachers feel overwhelmed. Additionally, educational technology tools sometimes require downloads or access to hardware and software licenses that the school may not have.

After a decade of working with teachers to improve their ability to infuse technology into the curriculum, here is my Top 10 list of free educational technology tools for 2014-2015. To make the cut, each tool had to meet the following criteria:

- Is the tool completely free or have at least a free account that is robust enough to make it worth my while?
- Is the tool web-based as well as available on at least one type of mobile device?
- Does the tool allow me to create a product that would support teaching or learning?
- Is there a version of the tool that supports teachers and students?

Let’s take a look at the Top 10. I have broken them down into two types: teacher tools and student tools. However, most of these tools could be used interchangeably.

**Teacher Tools**

1. **Nearpod** - [http://www.nearpod.com](http://www.nearpod.com)

   Nearpod is an exciting way to create interactive lessons. While you are teaching students about a particular skill or standard, you can give students quizzes, surveys, drawing activities, and more. As the teacher, you can view all of your students’ progress and even see reports. To sign up, go to [http://www.nearpod.com/signup/](http://www.nearpod.com/signup/) and choose the free educator plan. This tool might become your go-to method for teaching anything and making sure the students are truly involved in their learning.

2. **Typeform** - [http://www.typeform.com](http://www.typeform.com)

   Typeform allows you to create beautiful surveys, review the reports on Typeform’s web page, and export and analyze the data. You can do most common question formats and it is all free. To sign up, go to [https://www.survey.com/signup](https://www.survey.com/signup) and choose the free account.

3. **Kahoot!** - [https://kahoot.com](https://kahoot.com)

   Like an interactive game show with music and timers, Kahoot! allows teachers to check for understanding using dynamic item
The Top 10 Ed-Tech Tools Suggested by Teacher Experts

By Swaroop Raju, co-founder of eduCanon.

Yes, there are a ton of great ed-tech tools out there, but which ones should you be adopting for your classroom? One of the best ways to narrow your choices is to get in touch with experts. I sent an email out to ed-tech experts (and great teachers) asking for their recommendations.

Here are the top 10 responses from master teachers. I hope some of these tools will be useful for you too:

1. Google Apps for Education Suite

Jennifer Appell, U.S. history and law teacher at Bonney Lake High School:

"I love using GAFE- Google Apps For Education. Particularly Google docs and presentations. This gets students to work collaboratively and simultaneously. Students love to work together and they can be on the same document together, contributing. Students can also comment and continue their work outside of the classroom. As the teacher, I love that I can monitor their work through the revision history as well as being the owner of the documents."
Resources & Tools

TECH FOR TEACHERS

APPS, TOOLS AND ONLINE RESOURCES

A guide for teachers bringing tech into the classroom. Get expert info and advice on today's top educational technology, and find more than 150 online resources organized by subject and age.

ABOUT THE AUTHORS

Jennifer Koebele
Jennifer Koebele has more than a decade of experience researching and writing on topics related to higher education and teaching. She's a former elementary school teacher with a master's degree in education.

Wes Harris
Wes Harris has worked in education for more than a decade. In addition to teaching kindergarten Spanish and lecturing at the college level, he has researched, written, and edited more than a dozen nationally recognized works on a variety of educational topics.

EXPERT CONTRIBUTORS

More than a dozen industry experts contributed to the research and writing of this guidebook. Their collective areas of expertise include educational consulting, social work, instructional theory, technology in the classroom, and online learning. A very special thanks to the following contributors:

- Shannon Vaughan
  SMART Educational Consultant
- Sarah Diczok
  Educator, Green Brook Township Public Schools, NJ
- Chris Howell
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http://www.doink.com/
Resources & Tools

http://www.wordle.net/create

http://www.tagxedo.com/
Resources & Tools

http://padlet.com/Jennifer_gates/rocksandminerals
Code of Technology Ethics for Educators

A Project for the University of Illinois, Champaign/Urbana
EPS 304/399 Summer 2001 with Nick Burbules

Authors:
Tamara Barcalow, Melissa Creech, George Gerrietts, Mike Marassa, Paulette Sallas, Marty Sierra-Perry, Bryan Weinert

- Preamble
- Statement of Intent
- Tenets
  - I. Application of Technology
  - II. Access
  - III. Guidelines for Students
  - IV. Intellectual Property
  - V. Privacy and Confidentiality
  - VI. Security
  - VII. Maintaining Equipment
  - VIII. Community Relations

- Expectations
- Glossary of Terms
- On-line Resources

A printer friendly pdf version of this code is available for download here.

http://lrs.ed.uiuc.edu/students/bweinert/304code.htm
Tech Integration Matrix - FL

The Technology Integration Matrix

- Provides a framework for defining and evaluating technology integration
- Sets a clear vision for effective teaching with technology
- Gives teachers and administrators a common language for setting goals
- Helps target professional development resources effectively

http://fcit.usf.edu/matrix/
Tech Integration Matrix - FL

http://fcit.usf.edu/matrix/index.php
Tech Integration Matrix - AZ
Tech Integration Matrix - AZ

http://www.azk12.org/tim/
Tech Tips for Teachers eBook

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www.teacherspayteachers.com
# Tech Tips for Teachers eBook

## SAMPLE RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>COMPETENT</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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</thead>
<tbody>
<tr>
<td><strong>Technique / Concepts</strong></td>
<td>Work lacks understanding of concepts, materials, and skills.</td>
<td>Work shows some understanding of concepts, materials, and skills.</td>
<td>Work reflects understanding of concepts and materials, as well as use of skills discussed in class</td>
<td>Work shows a mastery of skills and reflects a deep understanding of concepts and materials.</td>
</tr>
<tr>
<td><strong>Habits of Mind</strong></td>
<td>Student passively attempts to fulfill assignment without much thought or exploration of possibilities. Student refuses to explore more than one idea.</td>
<td>Developing exploration of possible solutions and innovative thinking. Student has more than one idea but does not pursue.</td>
<td>Student explores multiple solutions and innovative thinking develops and expands during project.</td>
<td>Consistently displays willingness to try multiple solutions and ask thought provoking questions, leading to deeper, more distinctive results. Student fully explores multiple ideas and iterations.</td>
</tr>
<tr>
<td><strong>Reflection &amp; Understanding</strong></td>
<td>Student shows little awareness of their process. The work does not demonstrate understanding of content.</td>
<td>Student demonstrates some self-awareness. Work shows some understanding of content, but student cannot justify all of their decisions.</td>
<td>Student shows self-awareness. Work demonstrates understanding of content and most decisions are conscious and justified.</td>
<td>Work reflects a deep understanding of the complexities of the content. Every decision is purposeful and thoughtful.</td>
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<tr>
<td><strong>Craftsmanship</strong></td>
<td>Work is messy and craftsmanship detracts from overall presentation.</td>
<td>Work is somewhat messy and craftsmanship detracts somewhat from overall presentation.</td>
<td>Work is neat and craftsmanship is solid.</td>
<td>Work is impeccable and shows extreme care and thoughtfulness in its craftsmanship.</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>Work is not completed in a satisfactory manner. Student shows minimal effort. Student does not use class time effectively.</td>
<td>Work complete but it lacks finishing touches or can be improved with a little effort. Student does just enough to meet requirements.</td>
<td>Completed work in an above average manner, yet more could have been done. Student needs to go one step further to achieve excellence.</td>
<td>Completed work with excellence and exceeded teacher expectations. Student exhibited exemplary commitment to the project.</td>
</tr>
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</table>

Embrace the Obvious

https://www.youtube.com/watch?v=fAl2FDFR7VM
“Technology can be used to advance learning by:

- bringing exciting curricula based on real-world problems into the classroom,
- providing scaffolds and tools to enhance learning, such as modeling programs and visualization tools,
- giving students and teachers more opportunities for feedback, reflection, and revision,
- building local and global communities that include teachers, administrators, students, parents, practicing scientists, and other interested people,
- expanding opportunities for teacher learning.


This Thanksgiving weekend, StoryCorps will work with teachers and high school students across the country to preserve the voices and stories of an entire generation of Americans over a single holiday weekend.
Publish/Search

Example

Interview/Recording Title:
Smith Family Reunion: Grandma and Grandpa Smith talk about marriage

Summary/Description:
In this recording from our family reunion in Kentucky, Grandma and Grandpa talk about their lives, love, marriage, and Grandma’s experience in the Women’s Army Auxiliary Corps (WAACs). Poignant moment at minute 35.

Keywords:
General: Grandparents, Parenting, Life Lessons, Marriage, Love. Places: Paducah, Kentucky (where the couple spent their lives) Organizations: Smith Family, WAACS
# Performance Skills Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
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<tr>
<td>Voice Mechanics</td>
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<td>Expressiveness</td>
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<td>Content Focus</td>
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<td>Timing/Pacing</td>
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<tr>
<td>Tone</td>
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How’d I do?

- Want to add more ed tech to your lessons?
- Get students fully engaged?
- Feel short of time and ideas?
- Worried you're not making the most of technology in your lessons?

Beginner-level introduction to maximizing technology integration. Find out how the experts put the tools to use to benefit student learning.
Your turn...Anything to help others power up?
Feedback for me?

---

**Thank you for your feedback on this training!**

I appreciate you helping me reflect upon, and improve, this training. Please take a few minutes to answer the following questions and provide relevant comments. Your feedback will remain with the facilitator only.

Signed:

Sept. 16, 2016 – Tech & TIES, West GA BCSA Instructional Technology Conference

<table>
<thead>
<tr>
<th>Participant self-reflection:</th>
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<tbody>
<tr>
<td>I learned</td>
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<tr>
<th>The most challenging thing</th>
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<th>I want to know more about</th>
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<th>I will use this learning by</th>
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<tr>
<th>My facilitator was Jennifer Gates, Cobb County Schools.</th>
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<tbody>
<tr>
<td>I want her to know that</td>
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<th>Feedback: participant reflection on facilitation, session</th>
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<td>The TIES connections were</td>
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<th>Recommended changes to this training and/or its facilitation are</th>
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| Highlights/compliments/positives: |

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<th>Name (optional):</th>
<th>Session:</th>
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<th>Email (optional):</th>
<th>District (optional):</th>
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- https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about
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