

Trainer Appendix

Daily Diary Topics

Day 1

What are my reasons for being here? What do I hope to gain from this experience? How do I envision my classroom changing with the use of technology?

Day 2

Reflect on the challenges and successes that you have had in the past with curriculum and technology integration. What, if any classroom management strategies were in place that helped facilitate your success?

What Worked & What Didn't Why?

Day 3

As you are integrating technology you face many challenges. Please reflect on those challenges. How can you plan to *overcome* these challenges? When you meet whole group, please brainstorm to find solutions.

Day 4

If you have one computer and a limited amount of time in which students can use it, how could you manage this effectively? What strategies would you put in place? Would you need to make changes in your room arrangement, schedule, teaching methods?

Day 5

What about the training was beneficial to you? How has your experience changed your views on the use of technology in your classroom? How has it changed the way you use technology with your students and for yourself? Where do you go from here?

Emails Day 2 - 5

(These are also in your instructor folder)

Email is sent to participants on days 2-5. You will be sending participants an email that has questions pertaining to the reading assignment and also several "Sites of the Day". "Sites of the Day" are general reference sites from the Internet for teachers. Spend a few minutes each morning going over the sites to familiarize participants with them.

Day 1

Today participants send you their first email. This is how you will get their address. Add it to your address book.

Day 2

Subject: Day 2

Hello & Welcome Back!

This the day 2 email.

What types of technology do you have access to in your classroom and how is it arranged?

Check out the site of the day.

<http://geography.about.com/library/blank/blxindex.htm>

<http://rubistar.4teachers.org/>

http://www.teach-nology.com/web_tools/graphic_org/

Trainer Notes for "Sites of the Day": *The first site is a free map site where we got the map that was used on day 1. The second site is a great site for creating rubrics for students. The third site has many tools including webbing and mapping tools in case participants don't have Inspiration Software.*

Day 3

Subject: Day 3

Hello and welcome back to day 3.

How have you had to adjust the physical layout or make adjustments to your room to facilitate the use of technology?

Visit the sites of the day

http://www.aplusmath.com/Flashcards/Flashcard_Creator.html

<http://cctc.commnet.edu/grammar/index.htm>

Trainer Notes for "Sites of the Day": *The first site is a free flashcard maker. The second site has many language arts resources and some great PowerPoint's. These are found under the PowerPoint section.*

Day 4

Subject: Day 4

(Send whale comparison excel template and kiosk blank slide)

Hello All!

Today I have sent you 2 attachments. Save them to your desktop to use later. Just below this message you will see the underlined name of the file. Right-click on the underlined name and choose "Save Target As". This will allow you to save the file to the desktop. Now, send me your Day 4 Diary as an attachment. If you do not know how to send attachments, sit tight and we will cover this later in the morning. Visit the sites of the day.

www.brainpop.com

www.megaconverter.com

Trainer Notes for "Sites of the Day": *The first site has many small-animated educational clips. It has all subjects and almost every theme you can come up with. The second site converts almost anything to anything else. We could have used it when we converted our feet to inches on day 3.*

Day 5

Subject: Day 5

Well that was fastttt! The first 5 days have flown by. I have had a great time. I hope you have as well. Please check out the site of the day below.

<http://www.acs.ucalgary.ca/~dkbrown/>

<http://www.glc.k12.ga.us>

I would like some feedback on your experiences during the first 5 days. If you would please respond to this email with comments on what was useful to you I would appreciate it. Remember I am only an email away!

Trainer Notes for "Sites of the Day": *The first site has links to many author Web sites. The second site is a general educational resource that has links, lesson plans, templates and activities. All created by teachers. You may want to show the MIClimb site here as well.*

Lesson Planning

Trainer Notes - You will determine how many lessons participants are required to write, implement and self-assess. Following are discussion points for creating an effective technology connected lesson. Use the lesson plans in the Handbook as examples.

- Discuss how to plan a technology-connected lesson. See Appendix page 21.
 - What is my lesson, theme, or unit?
 - What are my objectives?
 - What is the student activity?
 - What materials are needed?
 - What is the technology connection?
 - What assessment strategies will be used? Discuss the use of Assessment Rubrics.
 - What are the procedures?
 - What classroom management issues must be addressed?
 - -How much time is needed to complete the activity?
 - -How do I need to arrange the classroom for the lesson?
 - -How should I group the students?
 - -Are there technology skills that must be taught first?
 - Answer the question: "Am I integrating technology for the sake of technology or have I integrated technology as an integral part of the teaching and learning process?"

Discuss your requirements for **each** lesson plan. See Lesson Implementation and Assessment Form for suggested requirements and descriptions. This sheet could also be turned in with each lesson.

Lesson Implementation and Assessment Form

(This form is to be completed by the training Participant and submitted with each of the required lesson plans)

PARTICIPANT:			
CURRICULAR AREA(S)/GRADE LEVEL:			
SCHOOL:		DATE(S) OF LESSON:	

<i>Lesson Plan Number (Check one box)</i>	1	2	3	4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the design for teaching and learning used in this lesson:

Whole Group	Individual	Small Group	Cooperative Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you use the Internet as an integral part of this lesson? Yes No

Lesson Plan Criteria	<i>Denote with an x if completed</i>
1. Lesson Plan	
• No spelling or grammatical errors are present	<input type="checkbox"/>
2. Performance Objectives	
• All objectives are clearly written in measurable terms	<input type="checkbox"/>
• Technology is used to accomplish the objectives	<input type="checkbox"/>
3. Curricular Connections	
• State Standards (K-12) are present	<input type="checkbox"/>
• Or Local or National Standards (Pre-K) are present	
• Or IEPs (Special Education Objective) are present	
4. Assessment	
• An implemented copy of the teacher/student assessment instrument, reflecting the performance objective, is included, if appropriate OR	<input type="checkbox"/>
• Explanation of other assessment methodology is included in the lesson plan	
5. Materials	
• The material and equipment (paper, pencil, handouts, etc.) are listed	<input type="checkbox"/>
• The technology connection (hardware/software) is listed	
6. Procedure	
• Directions and procedures are written clearly and accurately	<input type="checkbox"/>
7. Classroom Management	
• Strategies are included for instructional groups and technology management	<input type="checkbox"/>
8. Student Work	
• Authentic student work (at least one example of each completed product described in the lesson procedures and reflecting the performance objective)	<input type="checkbox"/>

Lesson Plan Implementation Item

In planning, the time allowed for the activity was appropriate. Why or Why not?
The supply of resources and materials was sufficient for the activity. Why or Why not?
Learning activities were enhanced by technology. Why or Why not?
Students met performance objectives. Why or Why not?
Students were engaged in the learning task. Why or Why not?
Equipment and software functioned properly. Why or Why not?
Implementation of this lesson plan was successful. Why or Why not?
What modifications are needed to improve this lesson plan?
In reflecting on your teaching, what components of the lesson did and/or will require additional planning and preparation?

Will you repeat this lesson? _____ Yes _____ No

Technology Connected Lesson Plan

Name: [Click to add name](#)

Lesson Title: [Click to add title](#)

Subject/Topic Area: [Click to add subject area](#)

Other [Click to add other](#)

Grade Level: [Click to add grade level](#)

Objectives/Standards:

[Click to add standards/benchmark or objective of the lesson](#)

Technology Connection:

[Click here to describe how technology is utilized in the lesson](#)

Procedures:

[Click here to describe the steps in the lesson](#)

Assessment:

[Click here to describe how the learning is assessed](#)

Materials/Technology Needed:

[Click here to describe what equipment/software is used in the lesson](#)

Related URL's:

Title of Web Site	URL
Click here to add link title	Click here to add url
Click here to add link title	Click here to add url
Click here to add link title	Click here to add url
Click here to add link title	Click here to add url

Teacher Self-Assessment Form

Lesson Plan _____

Teacher(s) _____

Specialist(s) _____

Curricular Area(s) _____

Grade Level(s) _____ Date(s) of Lesson _____

of students _____ Amount of Time _____

Technology Applications (check those applicable):

 Word Processing Simulation Desktop Publishing Whole Group Presentation Spreadsheets Databases Slide Show Email CD-ROM Research Laser Disc Digital Camera Scanning Electronic Literature Internet Research/Activity Other: _____

Software Used: _____

Designs for Teaching and Learning:

 Whole Group Cooperative Grouping Cognitive Coaching Small Group Individual Student Centered Learning Peer Tutoring Collaborative Planning Discovery-Based Learning Learning Centers Project-Based Instruction Interdisciplinary Learning Other: _____

Classroom Management Strategies:

 Clipboards Popsicle Sticks Paper Cups Class Lists Other: _____

Please rate the following on a scale of 1-5, with 1=Poor, 5=Excellent, or N/A.

 Technology instruction was effective (students achieved curricular objectives). Students were motivated by technology. Technology was critical to accomplishing unit goals and objectives. Technology supported varying ability levels. The activity took an appropriate amount of classroom time. Equipment was sufficient for the number of students completing the activity. Equipment and software functioned properly. Overall Rating - Will you repeat this activity? Yes No

Software Set-Up

Software Title	Installation Instructions	Installed	SW Checked
MS Office			
MS Publisher			
Inspiration 6.0			
Timeliner 5.0			
Storybook Weaver Deluxe			
Imagination Express Oceans			
Kid Pix Studio Deluxe 3			
Student Writing Center			
Graph Club			
i3 Training Resource CD			

Notes:

You will need an Internet browser IE or Netscape on all machines. We prefer to have access to both if possible.

You will need access to add folders to the server to save and share work during the training. A common shared folder that I can create folders in for the groups will work.

Hardware Set-Up

Hardware	Done	Installation Instructions
Data Projection System		So that teacher workstation is visible to all participants
Participants Workstations		One for each participant with internet connectivity
One Computer Classroom Workstation		This is a computer workstation that is not being used by a participant. This is used throughout the training to model integration in the one-computer-classroom. This can be the same computer that the scanner and scan converter is attached to. The TV should be within cable distance to this workstation. We will model the use of the scan converter using this machine as well.
Teacher Workstation		With projection system. See projection system above
Color Scanner		Connected to computer not being used by a participant. This can also be the One Computer Classroom computer.
Digital Camera		At least one. We can accommodate more if you have them.
VCR/Television		
Printers		Laser and/or color printer(s)
Scan Converter		This is for the one computer classroom computer and TV

Tips for Trainers

Set a start time and ending time. Stick to both. Leaving early when all material has been covered on occasion is fine but ALWAYS start on time.

Make sure participants are physically comfortable. Temperature, chair height, time to stretch... Accommodate as much as possible

Make sure that participants have access to all electronic material that they will be using. Either on CD, floppy or located on the school server.

Everyone needs a notebook at the beginning of the training.

Your working with adults not kids, remember that.

Make sure participants have direct access to all materials, software and hardware when they get back to their classroom.

You wouldn't grab the wheel of someone who was driving so leave the mouse in their hand. Talk them through it. If you need to take the mouse ask first. They are likely to give it to you with a blessing.

Stay positive all the time. Love what you do or don't do it.

Provide ample time for participants to evaluate their experience.

Most trainers think their participants know less than they do and most participants think they know more than they do. Be careful not to prejudge your participant's expertise.

Don't wait for their heads to crash onto the keyboard before you realize you lost them. Keep looking in their eyes. You will know if its' time to move on. Attention span=Age + 10 minutes.

Coffee in the morning, sugar (chocolate) in the afternoon and then its time to leave. FEED THEM CANDY!