Integrate Technology By Expanding Your Toolkit

Presented By:
Jill Badalamenti
Betsy Harrigan

Think Outside the Box
A Day in the Life of...

4:45 am – Wake up after hitting the snooze 2 times

5:00 am – Get a shower while thinking about everything I need to accomplish

5:05 am – Realize I put on the wrong shampoo because I was thinking about everything I need to accomplish

6:00 am – Decide if I should get my kids up yet or enjoy a few minutes of peace in the morning
A Day in the Life of...

6:15 am – Drive to work, hoping not to hit any deer, thinking about everything I need to accomplish.

6:43 am – Stop and get my morning soda.

6:45 am – Arrive at school.

7:00 am – Check my email, undoubtedly there are new ones since last night.

I just got to work and I’m already tired!

I’ve gotta cut back on the caffeine.
A Day in the Life of...

• I’ve been up for 2½ hours and the most technology I’ve used is my alarm clock!!!!

• So when do I actually start using technology?

• When do I actually start integrating technology?
Using Technology Vs. Integrating Technology
What is *Using* Technology?

- Turning on your Ipod
- Using your computer to check email
- Texting on your cell phone
- Inputting your grades
What is *Integrating* Technology?

- Learning through computers, not about them
- Actively engaged in the learning process
- Everyday use that enhances learning
- Improves student learning
- Motivates students
- Increases collaboration and cooperative learning
This is Technology Integration
NETS for Students
Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop new products and processes using technology. Students:

— apply existing knowledge to generate new ideas, products, or processes
— create original works as a means of personal or group expression
— use models and simulations to explore complex systems and issues
— identify trends and forecast possibilities

Movie Maker
Audacity
Go Animate
Glogster
Big Huge Labs
Wordle
Tikatok
Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

– interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
– communicate information and ideas effectively to multiple audiences using a variety of media and formats.
– develop cultural understanding and global awareness by engaging with learners of other cultures.
– contribute to project teams to produce original works or solve problems.
Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- process data and report results.
Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

– identify and define authentic problems and significant questions for investigation.
– plan and manage activities to develop a solution or complete a project.
– collect and analyze data and determine solutions and/or make informed decisions.
– use multiple processes and diverse perspectives to explore alternative solutions.
Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

– advocate and practice safe, legal, and responsible use of information and technology.

– exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

– demonstrate personal responsibility for lifelong learning.

– exhibit leadership for digital citizenship.
Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

– understand and use technology systems.
– select and use applications effectively and productively.
– troubleshoot systems and applications.
– transfer current knowledge to learning of new technologies.
Now Let’s Expand Your Toolkit!
Integrating Technology into the Classroom using Instructional Strategies
based on the research from:
Classroom Instruction that Works
by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

These authors have examined decades of research to determine which teaching strategies have positive effects on student learning. To learn more about these strategies, click on Building Better Instruction by Kathy Brabec, Kim Fisher, and Howard Pitler. Another article, Focus on Instruction, by NREL, gives K - 12 examples of classroom activities. The following activities offer technology resources to give students the opportunity to increase their academic achievement.

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Cooperative Learning
- Nonlinguistic Representations
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advanced Organizers

Identifying Similarities and Differences

This strategy focuses on the mental processes that students can use to restructure and understand information. Classroom activities that ask students to identify similarities and differences include comparison tasks, classifying tasks, and the use of metaphors and analogies. These strategies result in understanding content at a deeper level. To learn more about Similarities and Differences, click on Research and Implementation Strategies.

Technology Resources:
- Comparing
  - Venn Diagram
  - Comparison Matrix
- Classifying
  - Word Sort
Bloom’s Digital Taxonomy Pyramid

Understanding

Remembering

Applying

Analyzing

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpiration

EVERNOTE

Analyzing

Applying

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpiration

EVERNOTE

Analyzing

Applying

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpiration

EVERNOTE

Analyzing

Applying

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpiration

EVERNOTE

Analyzing

Applying

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpiration

EVERNOTE

Analyzing

Applying

Evaluating

Creating

Bloom’s Digital Taxonomy Pyramid

The Periodic Table of Videos

Google 10 x 10

Google Trends

Google Finance

Google Analytics

CREATE A GRAPH

WolframAlpha API

Google Scholar

(i)Rubric

Rcampus e Portfolio

Google Maps

Pipes

iPipes

Del.icio.us

Google Earth

Google Trends

Steve and Maia Wilson

Footnote

Everspire

Evernote

WebSpiration

Google News Timeline Labs

footnote

Scribblenauts

Google Maps

Google Encyclopedia

Google Translate

WebSpiration

UDK

reCapitalize

Evernote

SuperMemo

WebSpira
Glogster EDU

✓ Teamwork on collaborative projects
✓ Online Poster
✓ Teacher control of activities
✓ Readers can interact with content
✓ Insert text, audio, graphics, photos, videos, special effects, and more
Virtual Science Fair Projects

What You'll Need:
- 2 large LED lights
- 2 9 volt batteries (HAVE TO BE BRAND NEW)
- Electric Tape

What A Bright Idea.
Dominic Thomas
Kenwood Middle School
214 East Pine Mountain Rd.

7th Grade

What the Wires and Prongs are doing is called CONDUCTING ELECTRICITY.

All the electric tape is doing is holding the wires down, but still allowing the electric current to continue to flow.

Steps:
1. Take the two 9 Volt batteries, set them out, then take both of the LED laser lights, wrap their cords around the opposite prongs at the top (Positive To Negative).
2. Take the electrical tape and tape the cords to the prongs.

The Hypothesis Was To Find Out If You Could Illuminate A Light Bulb With A Lemon Or A 9 Volt Battery. And Which Is More Proficient In Lighting A Light Bulb.
Algebra

By: Jon Dunn, Merle Davis, Josh Malott, and Sierra Hackney

Distributive Property
A way to rewrite problems without actually solving the parentheses

EXAMPLE:
8(35)/23
1) The first step would be to solve the parentheses
   (35)8
   8x8/22
2) The second step would be to see if you have any exponents in the equation. (Which we do not)
3) Now you solve the multiplication or division which ever comes first from left to right.
   3x8=64

Pi=3.14

What is Algebra???
It's a type of math that deals with variables, expressions, and equations.

Conversions
12in=1ft
3ft=1yd
5,280ft=1mi
16oz=1lb
2,000lbs=1ton
2c=1pt
2pt=1 quart
Townshed Acts

In 1767, Britain started taxing glass, paper, teas, paints, and other goods from Britain. Charles Townsend wanted money to pay governors and judges in the colonies. These were the Townsend Acts. The colonists didn't buy British goods. The taxes were taken off.

The Gaspee Incident

The Gaspee was a British ship that stopped other ships and checked if their goods were smuggled. On 1772, the Gaspee was chasing a ship. John Brown and his men set the ship on fire. The British began to pay the governors salary directly so that they could control him by not paying him entirely.

The Boston Massacre

In 1770, a British soldier named Hugh White was on guard in front of the Customs House on King Street in Boston. People began insulting the soldier. The soldier called for help. 9 soldiers came to help; the people continued to insult the soldier and in the middle of the fighting someone screamed FIRE! The soldiers shot 3 people and injured 8.

The Tea Act

Because of the tax on tea, the colonists refused to buy British tea and smuggled it from Holland. So the British sold the tea directly from Holland for a cheaper price.

Stamp Act

Quartering Act

The Quartering Act occurred in 1765. All colonists had to have soldiers in their house and provide them with basic needs for living like food, clothing, and shelter.

Intolerable Acts

The British closed the harbor and until the tea was paid for. They also eliminated the government council and made the quartering act worse so that soldiers would live in private homes now.
Beau une maison en vente!

Ma chambre

Mon père et ma mère chambre

Le Sjour

La Cuisine

Les W.C.
Welcome to my Glog! World Literature is one of the most enjoyable classes that I have taken in my college career. I love the way the class was made out to be a real trip and it really helped me get into every story that I read. The literature works and movies picked for this class were brilliant picks. I truly believe I got something from every work I read or watched. I feel that my understanding of literature around the world has greatly improved and I owe it to this class.

I love Winter for chocolate was a really great read. I absolutely loved the magical realism that was used in this story. In particular, the scene in the kitchen where Tina creeps into the cake and everyone at the wedding who sees the cake feels extreme sadness and longing for their loved ones.

This is my favorite scene from all of the movies that we watched in this class. The sense of hearing and how sense Mohamed's when his surrounded absolutely blew me away. This was a very heartfelt story that I really enjoyed seeing.
Wallwisher

✓ Online Notice Board maker
✓ Insert images, video, music, and more
✓ Personal note taking, to-do lists, and feedback collection
What makes a Good Leader?
Anyone can follow what someone else is doing, but not everyone can lead them.

A leader is someone who cares.

A leader is someone who listens.

Remembering Gandhi
Be The Change You Wish To See In The World

Martin Luther King Jr. was a great leader.

the time is always right to do what is right.
Wallwisher - History

Abraham Lincoln
Amazing facts and information about Abraham Lincoln!

- Born near Hodgenville, Kentucky
- Born on February 12, 1809 and died in 1865.
- Married Mary Todd and had four boys but only one of those boys reached adulthood.
- Mary was very lonely and obsessive. She loved to spend money and ran up very high bills.
- Abraham Lincoln was president of the United States during the Civil War.
Wallwisher - Geometry

Quadrilaterals - properties
Can you match the quadrilaterals and their properties?

C. Young says
Rectangle
3 weeks ago

C. Young says
Parallelogram
3 weeks ago

C. Young says
Square
3 weeks ago

C. Young says
Trapezium
3 weeks ago

C. Young says
Rhombus
3 weeks ago

C. Young says
Kite
3 weeks ago

C. Young says
A parallelogram with 4 equal sides.
2 lines of symmetry.
Opposite angles equal.
3 weeks ago

C. Young says
Two pairs of equal adjacent sides.
Diagonals intersect at right angles.
One line of symmetry.
3 weeks ago

C. Young says
One pair of opposite sides parallel
Diagonals bisect each other.
3 weeks ago

C. Young says
Opposite sides parallel and equal in length.
Diagonals bisect each other.
3 weeks ago
Wallwisher – Science

What are some facts about our solar system?
Post facts, pictures and/or video audio about our solar system.

“Tim” says
There is a picture of Pluto’s surface.
4 minutes ago

“Anonymous” says
There are 8 planets, Pluto is not a planet.
25 minutes ago

“Rachael” says
The sun is about 864,000 miles (1.4 million kilometers) wide.
25 minutes ago

“Kim” says
Earth is the only planet with humans.
21 minutes ago

“Derrick” says
Our solar system is nearly 5 billion years old.
21 minutes ago

“Robert” says
Venus and Earth are similar in size.
39 minutes ago

“Juan” says
Neptune was the first planet located through mathematical predictions rather than through regular observations of the sky.
40 minutes ago

“Carrie” says
The temperature is about 10,000 degrees Fahrenheit on the surface and more than 28 million degrees Fahrenheit (15.5 million Celsius) at
47 minutes ago

“Staci” says
Uranus was discovered in 1781 by astronomer William Herschel.
37 minutes ago
Popplet

popplet: Kayaking Trip 2010!
- Our trip was amazing and so full of breathtaking sights!
- TRIP TO CHILE 2010!

popplet: my board
- draw links quickly
- change color
- drop any image from your photo library into a popplet
- touchscreen makes rearranging easy and fun!
- Draw with a finger!
Mrs J L Walker

has 0 followers and is following 0 people

member since May 12, 2011
Meeting Notes

Next Steps

- Update “Can I choose my own name or URL…” content on “FAQ” page

New “FAQ” text

Yes! To create a custom name/URL for a pad, just type it in to your browser and visit that URL. You will then be prompted to create the pad.

PBL Book Study Jigsaw

Chapter 9: Making Assessment Meaningful (Pages 139-145)
GlendaReganLinda Martha

Intro: Students will start showing that they are no longer "consumers" but "producers" of their work. In this case they need to start thinking like "producers" in the real world. Teachers will need to start looking at their students' work in a different light, no longer just at the "product" but at the process, too. 21st Century learning means a new way of assessing the students and their work. A variety of assessment strategies is needed to assess student work that produces "comprehensive, credible, and dependable information." An educator needs to consider what to measure and how the assessment will improve student learning when deciding the purpose of assessment. Assessments need to be on-going and varying. Students can take a multiple choice test to demonstrate understanding of material, but there also needs to other assessments to cover teamwork, creativity, and effort.

Establish Anchors: Students will start at different places and need to be assessed from where they start. Some students will make great gains while others will not, this needs to be taken into account. Differentiated Instruction helps all students to meet their learning goals when assessing quality of the learning experience from where the students started and how far they are in reaching their learning goals. This section discusses the fact that students prior knowledge needs to be accounted for and then assessments determined to assess the students overall growth. Some kids will learn a lot about the context, while others may already know a lot about the topic. Some kids already work well within groups while others will need to learn how to be a productive group member. There needs to be valid assessments for each growth. An anchor helps the instructor know where the students are starting and where they plan to go!
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10+10=20</td>
<td>1+19=20</td>
<td>19+1=20</td>
<td>18+2=20</td>
<td>17+3=20</td>
<td>16+4=20</td>
<td>15+5=20</td>
</tr>
<tr>
<td>3+17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>11+9</td>
<td>16+4</td>
<td>1+19</td>
<td>18+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>16+4</td>
<td>1+19</td>
<td>2+18</td>
<td>12+8</td>
<td>13+7</td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>11+9</td>
<td>19+1</td>
<td>18+2</td>
<td>17+3</td>
<td>16+4</td>
<td></td>
</tr>
<tr>
<td>1+19</td>
<td>10+10</td>
<td>16+4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10=20</td>
<td>19+1=20</td>
<td>2+18=20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11+9</td>
<td>10+10</td>
<td>19+1</td>
<td>11+9</td>
<td>10+9</td>
<td>12+8</td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>11+9</td>
<td>16+4</td>
<td>12+8</td>
<td>1+19</td>
<td>18+2</td>
<td>17+3</td>
</tr>
<tr>
<td>4+16</td>
<td>7+13</td>
<td>12+8</td>
<td>10+10</td>
<td>19+1</td>
<td>2+18</td>
<td>15+5</td>
</tr>
<tr>
<td>10+10=20</td>
<td>11+9=20</td>
<td>7+13=20</td>
<td>19+1=20</td>
<td>18+2=20</td>
<td>8+11=20</td>
<td>20+0=20</td>
</tr>
<tr>
<td>11+9=20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10=20</td>
<td>11+9=20</td>
<td>19+1=20</td>
<td>15+5=20</td>
<td>8+12=20</td>
<td>11+9=20</td>
<td>6+14=20</td>
</tr>
<tr>
<td>5+15=20</td>
<td>10+10=20</td>
<td>18+2=20</td>
<td>12+8=20</td>
<td>18+2=20</td>
<td>16+4=20</td>
<td>15+5=20</td>
</tr>
<tr>
<td>12+8=20</td>
<td>9+11=20</td>
<td>20+0=20</td>
<td>16+4=20</td>
<td>1+19=20</td>
<td>17+3=20</td>
<td>12+8=20</td>
</tr>
<tr>
<td>10+10=20</td>
<td>19+1=20</td>
<td>14+6=20</td>
<td>5+15=20</td>
<td>4+16=20</td>
<td>13+7=20</td>
<td>15+5=20</td>
</tr>
<tr>
<td>10+10</td>
<td>5+15</td>
<td>1+19</td>
<td>9+11</td>
<td>2+18</td>
<td>8+12</td>
<td>3+17</td>
</tr>
<tr>
<td>7+13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10=20</td>
<td>11+9=20</td>
<td>6+14=20</td>
<td>9+11=20</td>
<td>10+10=20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>10+10=20</td>
<td>9+11=20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+10</td>
<td>7+13</td>
<td>5+15</td>
<td>11+9</td>
<td>3+17</td>
<td>20+0</td>
<td>1+19</td>
</tr>
</tbody>
</table>
Mr. McClung's Class

Recent Posts

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Author</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. McClung's Technology Class</td>
<td>3 hours ago</td>
<td>cpinter</td>
<td>0</td>
</tr>
<tr>
<td>Detroit Red Wings 10-11 Season</td>
<td>3 hours ago</td>
<td>ssteele</td>
<td>0</td>
</tr>
<tr>
<td>go woodland!</td>
<td>3 hours ago</td>
<td>mkley</td>
<td>0</td>
</tr>
<tr>
<td>My First Blog</td>
<td>3 hours ago</td>
<td>gguerrero</td>
<td>0</td>
</tr>
<tr>
<td>Mr. McClung's Tech Class!</td>
<td>3 hours ago</td>
<td>Idunn</td>
<td>0</td>
</tr>
<tr>
<td>Mr. McClung's Technology Class!!</td>
<td>3 hours ago</td>
<td>scarney</td>
<td>0</td>
</tr>
<tr>
<td>New Kid Blog长时间</td>
<td>2 hours ago</td>
<td>jmcclus</td>
<td>0</td>
</tr>
</tbody>
</table>
Google Docs

Number of Books Read a Month in My Class

Progress Report

- Right now I have 10 students in my class
- Every day we read books for 30 minutes

Books per student (Average)

<table>
<thead>
<tr>
<th>Books per student (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.40</td>
</tr>
<tr>
<td>3.80</td>
</tr>
<tr>
<td>4.20</td>
</tr>
<tr>
<td>4.78</td>
</tr>
<tr>
<td><strong>Average: 0.3. Day</strong></td>
</tr>
</tbody>
</table>
What is the best crime fiction title you have read this year?

Type your answer here...

20 characters remaining

Needle in a Haystack
Last Rituals
Broken

Dead Point
Await Your Reply

The Black Path

Vintage Murder

Truth

Company of Liars

Bleed For Me

A Dark-Adapted Eye

A Trace of Smoke

U is for Undertow

Gunshot Road

Sharp Objects

Freeze Frame

Child 44
Club Create

Discover the best new bands, win great prizes and get expert music industry advice at The Music Studio.

Click here to enter
OLEFA
Vocaroo - The premier voice recording service.

Click to Record
• We will discuss Audacity, Animoto, Vocaroo, Aviary Education, Blabberize, Storybird, Tikatok, Classtools, Doodle, Weblisit, Intel Thinking Tools, Shelfari