

Staff Development Matrix

	20-30 Minutes	40 Minutes	2 Hours	3 Hours	6 Hours
<p><u>Module 1: Research and Planning</u> Participants examine research on using technology to support reading and discuss the strategies used to support technology into reading instruction. They view an example of innovative technology use and share ideas on how the technology can impact instruction and student and teacher motivation. Through the examination of the research of Robert J. Marzano, participants come away with a larger understanding of strategies that can be used to integrate technology into the ELA curriculum in order to increase the cognitive levels and thinking skills of students. Finally, participants examine materials and identify areas that technology could be integrated to support the ELA curriculum.</p>				X	
<p><u>Module 2: Website Exploration</u> Participants experience a guided tour of the Curriculum Companion™ website and then navigate the website on their own as part of a scavenger hunt. The site contains curriculum resources, multimedia technology tutorials, teacher independent study modules, tools, and professional development. Key areas to be explored include the curriculum resources specific to their grade level, the independent study modules to help participants determine when and how to integrate technology, and the step-by-step technology tutorials to help the participants to improve their technology skills.</p>			X		
<p><u>Module 3: Technology Profile</u> Participants reflect upon their proficiency in technology use in the areas of general computer knowledge and skills, Internet skills, email skills, word processing skills, presentation software skills, spreadsheet skills, and database software skills. This module serves to support the planning of creating technology-based lessons to use in the ELA curriculum.</p>	X				
<p><u>Module 4: Universal Technology Skills</u> Participants compare the basic operations of Microsoft PowerPoint and Inspiration and discover that many of the skills are universal. These skills include, but are not limited to, opening, closing, saving, printing, copying, pasting, and exiting a program.</p>	X				
<p><u>Module 5: Inspiration</u> Participants are introduced to the basic skills in Inspiration and are guided through the step-by-step creation of a basic web, cause/effect chart, hyperlinked web, and an outline. The content of each web is focused around several ELA specific lessons. Throughout the course of the module, participants have time to work in collaboration with others to create Inspiration webs aligned to the ELA content for their grade level using their ELA materials.</p>					X

Staff Development Matrix cont.

	20-30 Minutes	40 Minutes	2 Hours	3 Hours	6 Hours
<p><u>Module 6: Research</u></p> <p>In this module, participants will examine the Research component of the Holt curriculum and discuss the need for educators to provide a frame to help students develop answerable questions. Participants will review the steps involved in the Research component (choosing and narrowing a subject, determining audience, developing questions, copyright, effective searching, finding and evaluating sources, utilizing information, and planning and writing the report) and investigate through the Research process to determine how the steps involved can be supported with technology. Finally, grade level groups will select a chapter and informally work through the Research process within the context of that chapter.</p>			X		
<p><u>Module 7: Universal Access</u></p> <p>Participants examine the Universal Access component, including the various handbooks, of the Houghton Mifflin curriculum and discuss the need for educators to provide support for differentiation and how the Curriculum Companion™ resources can help do this. Participants review the different materials for the Universal Access time, suggested technology activities, and identify areas in which technology could be used to support differentiation.</p>	X				X
<p><u>Module 8: Curriculum Resources</u></p> <p>Participants discuss the importance of planning when using the Internet with students and learn how to navigate the Curriculum Companion™ website, which hosts a section on already identified Internet resources. They also learn how to effectively use these resources to support instruction and how to create guide sheets to help organize information.</p>			X		
<p><u>Module 9: Managing Technology</u></p> <p>Participants consider the different management essentials surrounding technology integration. To inform their teaching practice and planning, participants examine their access to technology and generalize the technology proficiency level of their students through inventories. Drawing upon prior experience, participants identify and classify roadblocks and challenges they face in using technology. Through evaluating the effectiveness of instruction in a short video clip, participants discuss the elements of an effective lesson using technology.</p>	X			X	