



21st CENTURY TEACHING AND LEARNING

PROFESSIONAL
DEVELOPMENT

2010-2011

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

TOPIC SESSIONS

1.1 Creative Thinking and Authentic Instruction (PK)

- a. Characteristics of creative thinking
- b. Components and strategies of authentic instruction

1.2 Learner-Centered Classroom (PK)

1.3 Research and Information Fluency (TPK)

1.4 The Reflective Learner (PK)

1.5 Digital Collaboration Tools: (TPK)

- a. Wikis: collaboration the easy way
- b. To Blog or not to Blog: what is the question?
- c. Google Earth: Literature, History, Environmental Maps
- d. Visualization Tools: Timelines, Concept Mapping
- e. Google Docs

1.6 Digital Audio/Video Tools: (TPK)

- a. Podcasts: can you hear me now?
- b. VoiceThread
- c. Skype

1.7 Presentations 2.0 (TPK)

- a. Presentation skills for 21st century learners
- b. Glogster: poster collage
- c. Prezi
- d. Animated videos

1.8 Social Bookmarking (TK)

Delicious, Digg, Page Flakes

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS for students.

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

TOPIC SESSIONS

2. 1 Bloom's Taxonomy for 21st Century Learners **(PK)**

Cognitive Domain: a closer look at lower and higher order thinking skills

2. 2 Bloom's Taxonomy and Digital Approaches **(PK)**

Independent sessions on each skill in the cognitive domain

2. 3 Differentiated Instruction with Digital Resources **(TPK)**

2. 4 Assessments: **(PK)**

- a. Assessing for Learning: Formative assessment process
- b. Assessing of Learning: Summative assessment process

2. 5 Assessments: **(TPK)**

Developing rubrics for student created projects

2. 6 Digital Storytelling: **(TPK)**

Creative tools to tell a story

2.7 The Value of "Self-Directed" Learning **(PK)**

- a. What does a "self-directed" learner look like at your instructional level?
- b. How do we, as teachers, foster "self-directed" learning in the classroom and beyond?

2.8 Digital Textbooks (TPK)

Practical Applications both Inside and Outside of the Classroom

- a. Realidades - World Languages Spanish
- b. Middle School Math

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

TOPIC SESSIONS

3.1 Technology Proficiency (TK)

- a. SMART board
- b. Word
- c. Power Point
- d. Excel
- e. Productivity tools: Google Apps
- f. Internet Browsers: Explorer and Chrome

3. 2 Professional Communication and Collaboration (TPK)

- a. Teacher website: basics
- b. Teacher website: how to showcase student's work
- c. Google Docs
- d. Professional Learning Networks: how to develop your own PLN
- e. Social Bookmarking: Delicious, how to make it work for you, your colleagues and your students

3.3 Research and Information Fluency (TK)

How to perform effective searches

3. 4 Digital Tools: (TPK)

- a. Wikis: collaboration the easy way
- b. To Blog or not to Blog: what is the question?
- c. Podcasts: can you hear me now?
- d. Twitter: The stupidest thing you've ever heard of (not really)

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

TOPIC SESSIONS

4. 1 Digital Citizenship (TPK)

Nine Elements of Digital Citizenship

4.2 Digital Citizenship for Students (TPK)

Safe, Legal and Ethical Use

4.3 Digital Nettiquete (TPK)

Social Networking, e-mail

4.4 Promoting Cultural Understanding and Global Awareness (TPK)

Strategies for Global Communication

4.5 What do you mean - Responsible Use? (TPK)

Individual sessions per division

4.6 Creative Commons / Copyright / Fair Use (TPK)

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

TOPIC SESSIONS

5.1 Personal Professional Learning Networks (TK)

- a. What is a PLN?
- b. Advantages of PLNs
- c. Developing a PLN

5.2 Virtual communities: Nings (TK)

- a. Which one is right for me?
- b. How to navigate and collaborate in an online environment

5.3 RSS for Educators (TK)

Google Reader

5.4 Twitter for Educators (TK)