



Education Transfer Plan ABSTRACT

Directions:

- 1) Please fill out this form electronically by downloading it from <http://iisme.org> under Summer Fellowships, Fellowship Forms.
- 2) Save As and change the file name to **Abstract_yourlastname**
- 3) Print and attach to your ETP.
- 4) Acquire mentor signature, retain **ORIGINAL** and submit **COPY** to Peer Coach by 8/12/05.
- 5) Acquire administrator signature on **ORIGINAL** and submit to IISME by 10/3/05 to receive \$300 payment.

ETP TITLE:

T.A.N. (Technology As Needed)

FELLOW NAME:

Michelle Wu

FELLOW PRIMARY E-MAIL:

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SPONSOR COMPANY:

Adobe Systems Incorporated

MENTOR NAME:

Michelle Mann

ABSTRACT (50 words or less:)

Teachers see technology as a need, but lack time for training. With context based teacher and student training, ideally, the integration of technology in the current curriculum will increase. Perhaps the use of technology will be a normality and not a novelty if industry standard hardware and software were available.

ETP TYPE: Conventional

GRADE LEVEL: High School

Subject: Technology Document Format(s): Word doc PowerPoint Excel Other:
If "Other," please describe: pdf

Describe how your ETP aligns with NBC or State standard as stated in your proposal:

NBC LIBRARY MEDIA

V. Leading Innovation through the Library Media Program

Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

"Access" includes training and availability of resources, both of which are included in this ETP.

Describe the connection between your ETP and the Summer Fellowship.

I am sitting in and somewhat evaluating training classes for teachers. This will give me a gauge of the training I might be able to provide. I am getting a feel for the partnerships that can be created by business and education institutions in helping to provide industry standard resources. I am also learning about digital media and how it's being used in the community and exploring possibilities on what additional uses there could be.

Checklist for sections contained in ETP:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Clearly Stated Outcomes & Standards | <input checked="" type="checkbox"/> List of Materials/Resources | <input checked="" type="checkbox"/> Hard Copy Turned In to Peer Coach |
| <input checked="" type="checkbox"/> Specific Procedure/Plan | <input checked="" type="checkbox"/> Rubric or plan for evaluating outcomes. | <input checked="" type="checkbox"/> Soft Copy Turned into Peer Coach |

I. FELLOW SIGNATURE-- Required Before August 12, 2005

I, the IISME **Fellow** named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.

Signature_____ Date

II. MENTOR SIGNATURE-- Required Before August 12, 2005

I, the **Mentor** named below [please select one of the following],

have read the attached ETP, and my comments, if any, appear below.

have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below.

Mentor Comments:

Signature_____ Date

Printed Name:

III. ADMINISTRATOR SIGNATURE-- Required Before October 3, 2005, submit to IISME on or before October 3 to be eligible for \$300 grant.

I, the **Administrator** named below have read the attached ETP and my comments, if any, appear below.

Administrator comments:

Signature_____ Date

Printed Name:

Adobe and Me

Michelle Wu

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How Summer Fellowship Connects to ETP

I am learning about digital media and how it's being used in the community and exploring possibilities on what additional uses there could be. I am sitting in and somewhat evaluating training classes for teachers. This will give me a gauge of the training I might be able to provide. I am getting a feel for the partnerships that can be created by business and education institutions.

Need for Technology? Technology as Needed?

1) **Teachers** will learn technology on an "as needed" basis. By helping teachers recognize the creativity sparked by using digital media in a classroom, I am hoping that they will find a "need" to learn the technology. There is a steep learning curve for teachers who did not grow up in the digital age. Training schools do not adequately prepare teachers for the technology that comes as second nature to the students. Teachers (and students) don't have equal access to the latest technology – cell phones, digital cameras, MP3 players, DV Cameras, software, and high end computers. Not only does a digital divide exist in equipment, but in skills as well. There is no panacea for this problem. BUT, every little change counts. By meeting teachers where they are at – (in skills, interest, and location), I am hoping that they will incorporate some new technology in their curriculum next year.

2) **Students**, especially underprivileged students without access to the latest technology, will be able to develop their own voice by completing open ended products which communicate what they have learned in their classes through projects like photo essays, digital portfolios, mini documentaries, and content videos. Ideally, I hope to be able to provide the technical training needed for the students to complete these projects in the library.

STANDARDS ADDRESSED

NBC Adolescence/ Young Adult Science

III. Understanding Science Teaching

Accomplished Adolescence and Young Adulthood/Science teachers employ a deliberately sequenced variety of research-driven instructional strategies and select, adapt, and create instructional resources to support active student exploration and understanding of science.

V. Sustaining a Learning Environment

Accomplished Adolescence and Young Adulthood/Science teachers create safe, supportive, and stimulating learning environments that foster high expectations for each student's successful science learning and in which students experience and incorporate the values inherent in the practice of science.

XI. Developing Collegiality and Leadership

Accomplished science teachers contribute to the quality of the practice of their colleagues, to the instructional program of the school, and to the work of the larger professional community.

NBC LIBRARY MEDIA

V. Leading Innovation through the Library Media Program

Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

VI. Administering the Library Media Program

Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

How Library Media Specialists Grow as Professionals

VIII. Professional Growth

Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

X. Leadership, Advocacy, and Community Partnerships

Accomplished library media specialists advocate for the library media program, involving the greater community.

TECHNOLOGY (K-12) (Although neither NBC or State standards, part of National Education Standards)

NT.K-12.1 BASIC OPERATIONS AND CONCEPTS

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

NT.K-12.2 SOCIAL, ETHICAL AND HUMAN ISSUES

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

NT.K-12.3 TECHNOLOGY PRODUCTIVITY TOOLS

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

NT.K-12.4 TECHNOLOGY COMMUNICATION TOOLS

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

NT.K-12.5 TECHNOLOGY RESEARCH TOOLS

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

NT.K-12.6 TECHNOLOGY PROBLEM- SOLVING AND DECISION-MAKING TOOLS

- Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

Resources for Implementation

• *Join School's professional development committee*

This committee is responsible for setting up the professional development opportunities available to the staff. As a member, one can proactively push for technology training to be on the agenda. In addition, each member becomes more keenly aware of the resources teachers want accessible as well as the resources that are already available within the staff. Since this committee reviews the pre and post surveys of all professional development activities, the effectiveness of the programs can be evaluated and improved to meet the needs of the staff better.

• *Create Training Schedule*

TEACHER TRAINING

Teachers need an incentive for training. Teachers also need to know that their time is an asset. Teachers need as much individual attention as students do. With that in mind, the more personal support that can be offered, the

better. It is important for the Library Technology Teacher to be keenly aware of the current curriculum used in the classroom and offer technology solutions to enhance the good work currently taking place.

Prep Period Trainings – After identifying the technology “needs” of the staff, setting up prep period trainings would allow for teachers to come attend more personalized workshops on how to use certain software applications in their classroom. Evite invitations could be sent out to select teachers so that they will feel honored and maybe “obligated” to attend.

Personal Prep Period Trainings – After teachers have attended the basic Prep Period Trainings and may have found activities in which they would like to integrate the software more into their curriculum, I could spend time researching how to do it more effectively, produce student handouts, and spend personal time with teachers in creating technology based lesson plans.

External Training recommendations (ideally ones which offer CEU credits) – Teachers need to be informed of technology training opportunities. At these trainings, they may encounter teachers outside of their own schools and begin a collaborative relationship. They may learn new ideas, share in struggles and triumphs in ways that would not be possible on the school site.

- RAFT Workshops - <http://www.raft.net/index.php?pg=workshops>
- Adobe Teach the Teacher Workshops – (FREE workshop AND CEU units) <http://www.raft.net/index.php?pg=ttt>
- Intel Teach for the Future Program - <http://www97.intel.com/education/teach/>

STUDENT TRAINING

After the school instituted a new bell schedule - <http://hhs.fuhsd.org/info/bells.htm> - students have a voluntary 30 minute tutorial period from Tuesday to Friday. Voluntary simply means that they can CHOOSE which classroom they will spend their 30 minutes in. These minutes are supposed to be instructional minutes. Theoretically, teachers are able to give students more individualized help during this period of time. Ideally, students who do not “need” help use this time to complete homework, work on group assignments, or read for pleasure (a book of their choice to promote literacy). Seemingly, this would be a good time to institute voluntary technology training classes. Technology is often hard to teach during content period classes because there is just TOO MUCH CONTENT to cover. With that in mind, the LTT can work alongside teachers to support their curriculum without taking away precious classroom minutes.

The library is already equipped with a teaching classroom of 32 computers. Students could sign up for a variety of classes. Ideally, the LTT has already consulted with departments to see which technology skills might be useful. Teachers could send their students to attend these classes and have some sort of way to keep the students accountable – through a sign in sheet or a sample activity that was completed, turned in, and logged. Some sample classes could include:

- English – Word Processing for Writing Essays
- Social Studies – Creating Documentary Films
- Math – Inserting Graphs, Tables, Formulas in Spreadsheets
- Science – Basics of a Lab Report – merging word processing and database information
- General – Giving a Multimedia Presentation
- General – Researching on the Internet

Setting Up A Multimedia Editing Station

Develop a budget plan for obtaining the following materials.

<p>Hardware</p> <ul style="list-style-type: none"> • Computer • CD Reader/Writer • Digital Cameras - still, movie • DVD Reader/Writer • Scanner • Software Manuals 	<p>Software</p> <ul style="list-style-type: none"> • Adobe Photoshop Elements - images, drawing • Adobe Premiere Elements - movie editing • Macromedia Dreamweaver - web editing • Macromedia Flash - web animation • Macromedia Freehand - web drawing • QuickTime - web movie plug-in
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- Explore community partnerships (grant writing opportunities, corporate sponsorships, working with community colleges, middle schools, universities)

<http://www.ed.gov/programs/teachtech/index.html>

<http://www.globalclassroom.org/grants.html> - some links missing

<http://www.lib.msu.edu/harris23/grants/2comptec.htm>

<http://www.giftsinkind.org/NewHome/default.asp> - product philanthropy - to receive software donations, etc...

(ADOBE DONATES PRODUCTS TO THIS ORGANIZATION)

Implementation Plan (Schedule of Implementation)

August / September

- Meet with school's professional development committee
- Create a process in which teachers can use the LTT so that they do not need to take time during their classes to "TEACH" the technology.

By End of First Semester

- Create a media editing station in the library.
- Create checkout process of equipment – eg. digital cameras

Ongoing

- Create curriculum for Teacher Training Sessions
- Create curriculum for Student Training Sessions (Appendix 1)

Plan for Assessing or Evaluating the Outcomes

Pre-assessment

- 1) Teacher/ Department Technology Use Survey – to see how technology is currently being used, expectations, and future possible use. (Appendix 2)
- 2) Computer skills survey - to discover what teachers and students do and do not know. (Appendix 3)

Post - Assessment

- 1) Teacher/ Department Technology Use Survey – to see if there has been a change in how technology is currently being used, expectations, and future possible use.
- 2) Computer skills survey – give the same survey as the pre-assessment and see if teachers/students feel more comfortable with technology as a whole.
- 3) Post Training Skills assessment - to prove to teachers that the students attended a training session and successfully completed it.
- 4) Compile Quantitative data of technology use.

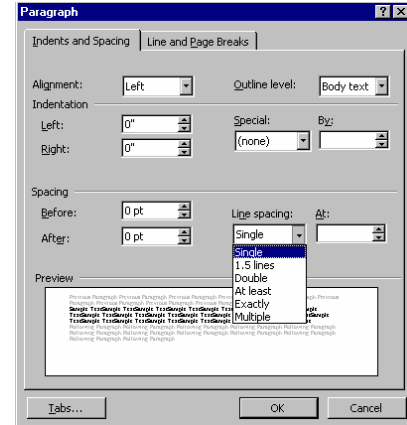
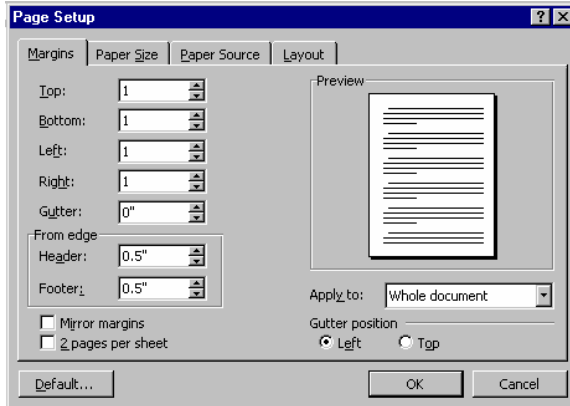
(sample information to include: # of projects previously done without computers and now using computers, # of classes which check out computer labs for classwork, software being used, # of teachers/students attending training sessions, # of training sessions offered, etc.)

USING WORD & EXCEL – Basic Skills for lab reports

WORD

Margins

- 1) Go to “**File**” menu, select “**Page Setup**”
- 2) With the “**Margin**” tab, set all margins at 1” with the arrows or click in the box and type “1” directly in the box.
- 3) Click “**OK**” on the bottom of the pop up box when done

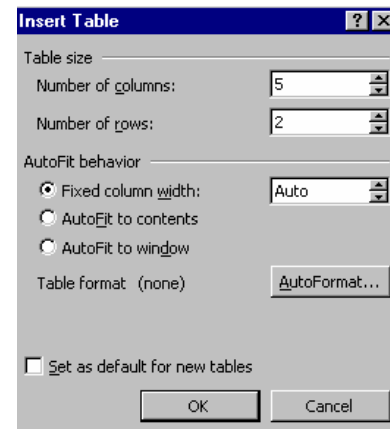
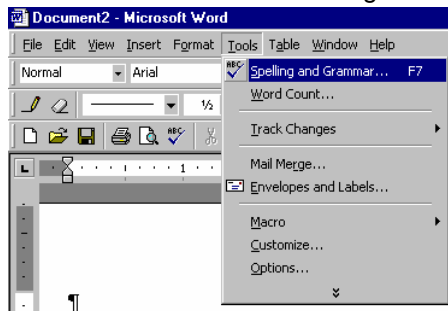


Line Spacing

- 1) In the “**Format**” menu, select “**Paragraph**”
- 2) Select the box under “**Line Spacing:**” and select appropriate value (1.5 and 2 recommended)”
- 3) Click “**OK**” on the bottom of pop up box when done

Spell Check

- 1) Press F7 key
or
- 1) In the “**Tools**” menu, select “**Spelling and Grammar**”
- 2) Once suggestions show up, click either “**Ignore**” or “**Change**” after selecting the word you want to replace it with



Creating A Table

- 1) In the “**Table**” menu, select “**Insert Table**”
- 2) Enter the needed rows and columns
- 3) Click “**OK**” on the bottom of pop up box when done

To add gridlines to table:

- 1) In the “**Table**” menu, select “**Table AutoFormat**”
- 2) Scroll down possible Formats and choose the format most appropriate.
(“**Grid 1**” recommended and useful for most situations ☺)

EXCEL

Creating A Graph


- 1) Enter the data into different columns or rows
- 2) Highlight data
- 3) Select the graphing icon on the toolbar **or** in the “Insert” menu, select “Chart”

	A	B	C	D	E
1	PERIOD 1	Time (Round)	Deer (#)	Mountain Lion (#)	
2		1	6	0	
3		2	10	0	
4		3	16	0	
5		4	14	0	
6		5	18	0	
7		6	8	0	
8		7	16	0	
9		8	14	0	
10		9	16	2	
11		10	8	7	
12		11	6	13	
13		12	2	18	
14					

- 4) (Step 1 of 4) Select on the Chart Type that is most appropriate for the data
- 5) Click on “Next>” button

Line Graphs

After selecting “line graph” or “XY Scatter” (usually used when you want to set X axis):

- 1) Click on “Press and Hold to Preview sample” to see if it looks like what you want
 - 2) Click on “Next>” button
- (Step 2 of 4)
- 3) With “Data Range” tab selected, choose if series is in Row or Columns 
 - 4) Change the “Data Range:” if incorrect by selecting the icon on the right hand edge of the box and highlight the data from the worksheet
 - 5) With the “Series” tab selected, change the “Category (X) labels” the same way as “Data Range:”
 - 6) If there are no names for each series, select the “Series” and type name in “Name” box
 - 7) Click on “Next>” button
- (Step 3 of 4) – Chart Options [Scan through all the tabs to format]
- 8) With “Titles” Tab, type titles and labels for the graph (USTA)
 - 9) With “Axes” Tab, generally have “Category (X) axis” and “Value (Y) axis” checked
 - 10) With “Gridlines” Tab, Category (X) axis = vertical lines, Value (Y) axis = horizontal lines
 - 11) With “Legends” Tab, select placement of Legend (not always needed - ie. one set of data)
 - 12) With “Data Labels” and “Data Table”, select to personal preferences
 - 13) Click on “Next>” button
- (Step 4 of 4) – Chart Location
- 14) If graph is to be embedded in a Word document, select “as object in Sheet _____,” otherwise, select “As New sheet in”
 - 15) Click on the “Finish” button

FOR ALL OTHER TYPES OF GRAPHS

The instructions for other types of graphs follow the same steps, but different options may be available depending on the data that needs to be displayed.

Placing Graph Into Word

- 1) Select graph with mouse (8 black squares should be surrounding graph box)
- 2) In “Edit” menu, select “Copy” (Ctrl+C)
- 3) Toggle over to Word (Alt+Tab if both are open)
- 4) Position cursor to where graph will be placed
- 5) In “Edit” menu, select “Paste” (Ctrl+V)

Content Area _____

Name (optional) _____

Teacher Technology Use Survey

Which of the following are among the objectives you have for student computer use? (Check ALL that apply)

1. Mastering skills just taught	
2. Remediation of skills not learned well	
3. Expressing themselves in writing	
4. Communicating electronically with other people	
5. Researching ideas and information	
6. Analyzing information	
7. Presenting information to an audience	
8. Improving computer skills	
9. Learning to work collaboratively	
10. Learning to work independently	
Other (describe):	

Which 3 objectives from the list above are your most important ones? (Write 3 numbers from above list.)

a. _____ b. _____ c. _____

Which of the following are among the objectives you have for teacher computer use? (Check ALL that apply)

1. Record or calculate student grades	
2. Make handouts for students	
3. Communicating electronically	
4. Write lesson plans or related notes	
5. Researching ideas and information	
6. Get media (pictures, movies, audio) from the Internet for use in lessons	
7. Use camcorders, digital cameras, or scanners to prepare for class	
8. Exchange computer files with other teachers	
9. Presenting information to an audience	
10. Creating and maintaining a class website.	
Other (describe):	

Which 3 objectives from the list above are your most important ones? (Write 3 numbers from above list.)

a. _____ b. _____ c. _____

Do you agree or disagree with the following statements regarding the advantages of using computers in teaching?

	Agree	Disagree
1. Students create better-looking products than they could do with just writing and other traditional media		
2. Computers provide a welcome break for students from more routine learning activities.		
3. Students help one another more while doing computer work.		
4. Students take more initiative outside of class time--doing extra research or polishing their work.		
5. Students' writing quality is better when they use word processing.		
6. Students work harder at their assignments when they use computers.		
7. Students are more willing to do second drafts.		
8. 'Average' students are communicating and producing in ways only 'gifted' ones did before.		

Which statement do you AGREE most strongly with? (Write 1 number from above list.) a. _____

Do you agree or disagree with the following statements regarding the disadvantages of using computers in teaching?

	Agree	Disagree
1. Computers are too unpredictable - they "crash," or the software doesn't work right.		
2. Many students use computers in order to avoid doing more important school work.		
3. Many students are not careful enough with this expensive equipment.		
4. It is difficult to integrate computer activities into most of my regular lesson plans.		
5. Often too many students need my help at the same time.		
6. Students often get so wound up; I can't get them to settle down afterwards.		
7. A teacher has to give up too much instructional time to teaching computer skills instead of content.		
8. Students can cheat easier—copying work and turning it in as their own.		

Which statement do you AGREE most strongly with? (Write 1 number from above list.) a. _____

In general, when you ask for support, what category does it fall into?

	Technical (troubleshooting equipment/software)
	Instructional (integrating technology into lessons – redeveloping lesson plans)
	Training (learning how to use equipment/software)

What equipment/software would you like to have access to?

What objectives (teacher or student) would this equipment/software meet?

Additional Comment(s):

Computer Skills Checklist

TASK: Place a 1, 2, 3, or 4 to best describe your skills.

1 = No knowledge

2 = Some knowledge/Need help

3 = Comfortable Using

4 = Can teach others

HARDWARE

- Keyboarding skills (type at least 40 words per minute)
- Aware of special keys and what they do – Esc, Arrows, Enter, Ctrl, Alt, Fn, Home, End
- Aware of different functions with right click, left click, or double click of mouse
- Functionally attach peripherals to computer (projector, printer, scanner, camera, key drive, etc.)

FILE MAINTENANCE

- Open Windows Explorer and find proper directory
- Create and navigate directories and subdirectories
- Delete files
- Rename files
- Copy or move files to a new directory
- Copy or move files to a new drive, including to and from a disk (floppy, key drive, CD, etc.)
- Searching using Find File from the Start Menu
- Save as a new file name & know where the file is saved
- Save as a new file format, and know when and why to use this feature
- View file types
- View file sizes
- Determine how much free space is available on a hard drive; know what to do if your hard drive is too full

OPERATING SYSTEM

- Minimize or maximize a window
- Tile or resize a window
- Use Toolbars
- Open multiple programs
- Switch between multiple programs

WORD PROCESSING

- Page formatting (margins, tabs, indents, paragraph alignment, paper size and type)
- Text formatting (font type, size, bold, underline, color, etc.)
- Hiding/ Showing tool bars
- Spell checking, Using Thesaurus
- Print preview
- Save and Open files
- Use of shortcut keys
- Negotiating multiple open word processing documents
- Search and replace words
- Add/delete bullets and numbers
- Cut/paste text
- Undo/redo text
- Text Alignments (center, right, left and justified)
- Create/edit tables
- Create/edit columns
- Set/delete tabs
- Add/View toolbars
- Insert pictures, charts, graphs
- Insert/create WordArt
- Header/footer (page numbering)

PRINTING

- Find a printer
- Shift between local and network printing or between network printers

EMAIL

- Add, open, and save attachments
- Print messages and attachments
- Create personal address lists for Email
- Forward Mail
- Delete messages in in-box, out-box and sent-box
- Create folders for mail storage
- Change preferences

INTERNET USE

- Locate and use major search engines
- Understand basic search commands (&/or/not/+; wildcard(*); phrase searching (" "))
- Add, delete, and organize bookmarks with Personal Toolbar
- Save documents as *.html or *.txt file
- Copy and paste text into a document or file
- Copy and insert images into a document or file
- Evaluate Web site authenticity, bias, accuracy, currency, authority, etc.
- Understand copyright/fair use issues
- Understand School Internet use agreement and enforcement standards (in Student Handbook)

SPREADSHEET

- Open / Save files
- Sort Data
- Printing
- Format data (text, date, time, currency, border, font, alignment, numbers)
- Creating/editing charts, graphs
- Renaming sheets
- Borders/shading
- Identify labels/values
- Change font
- Cut/paste
- Create/edit simple formulas

POWERPOINT

- Open/ Save Presentations
- Create Slides
- Format text
- Drawing and Manipulating objects
- Inserting pictures, audio clips, video clips
- Creating Backgrounds
- Using Hyperlinks
- Rearrange slides in presentation
- Making note pages and handouts

DIGITAL MEDIA

- Use a digital camera to take pictures
- Use a digital video camera
- Transfer pictures from camera to computer
- Transfer video from camera to computer
- Edit Pictures using software
- Edit Video using software
- Upload pictures/video onto a website