



Cooperating School Districts

PRESENTATION FORM METC 2010



You can download this form at METCconference.org

(If more than one presenter, complete information below for each person.) I'm also interested in exhibiting.

Please type or print all information.

Presenter Number One

Last Name	First Name	Nickname (for name tag)
District/School/Company		
Position/Title		
Home Address		
City, State, Zip	Home Phone ()	
Work Address		
City, State, Zip		
Work Phone ()	Fax ()	
Email Work	Grade Level	Subject
Email Home		

Presenter Number Two

Last Name	First Name	Nickname (for name tag)
District/School/Company		
Position/Title		
Home Address		
City, State, Zip	Home Phone ()	
Work Address		
City, State, Zip		
Work Phone ()	Fax ()	
Email Work	Grade Level	Subject
Email Home		

Presenter Number Three

Last Name	First Name	Nickname (for name tag)
District/School/Company		
Position/Title		
Home Address		
City, State, Zip	Home Phone ()	
Work Address		
City, State, Zip		
Work Phone ()	Fax ()	
Email Work	Grade Level	Subject
Email Home		

Presentation title

Presentation goal/purpose of session

Attendee will learn...

How does your proposal address the 2010 theme — *Reaching Beyond the Cloud*

Technology Integration Tools Addressed in Proposal

Tags/keywords that describe your proposal. Reference the Strands and sub-topics on page 3 for tag/keyword examples. (These will be used for a searchable online program database.)

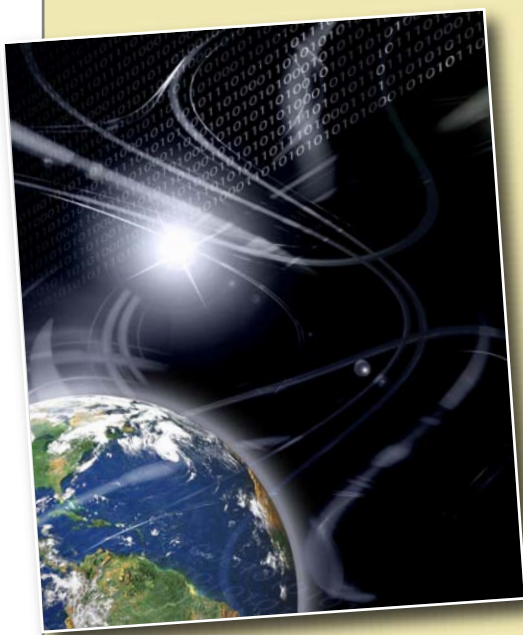
Presentation description to be published in program in 60 words or less. (This should briefly describe your presentation purpose and what attendees will learn plus identify tech tools used or discussed.)

Requesting a double session (1hr 50 minutes)? Please divide your proposal into two parts and write descriptions for Part 1 (50 minutes) and Part 2 (50 minutes). For continuity, these will be scheduled back-to-back.

Part 1 Description

Part 2 Description

BYOL (Bring Your Own Laptop) hands-on sessions. List software/hardware that attendees will need on their laptops to keep pace in your session.



New METC Virtual Conference

METC 2010 will offer a virtual conference for those who cannot attend in person. Details of the *Virtual Conference* will be available in September.

- Yes! Please consider my session for the METC virtual conference. If selected, I choose to participate by:
 - Audio streaming
 - Video streaming
- No! I do not wish my session to be considered for the METC virtual conference.

Level of Technology Integration based on Grappings Technology and Learning Spectrum: Literacy Adapting Transforming
Definitions for these levels may be found on page 9 of this document.

Session type and length:

- 30-min. Best Practices in a Technology Classroom mini-session.
- 50-min. breakout session (awareness level, overview, intro)
- 1-hr. and 50-min. hands-on workshop, bring your laptop (In depth information presented)
- Student Poster Presentation
- Student plus Teacher Presentation
- Preconference Workshop (3-hr) Monday, February 8 only
- Preconference Workshop (6-hr) Monday, February 8 only

Audience: Teacher Library Media Specialist Computer Specialist Technology Leader Administrator Coordinator
 Technical Staff Gifted Special Needs

Audience technology level: Beginner Intermediate Advanced

Which grade level will benefit most from this presentation? PreK-2, 3-5, K-5, 6-8, 9-12 Post

Best day to present: Monday, February 8 Preconference Tuesday, February 9 Wednesday, February 10

Topic Strand (please check the ones that best fit your presentation)

- 1:1 Initiatives 21st Century Skills Curriculum & Instruction Based on Assessment & Data Differentiated Instruction Digital Media
- Distance Learning Instructional Integration Strategies Library Media Center Integration Open Source Technology Integration 101
- Technology Leadership Technical & Network Web 2.0 (Read/Write Web)

Presenter Responsibilities

METC provides all breakout rooms with Internet access, screen & video projector. All additional equipment including laptop computers is the responsibility of the presenter. Will you require...

- SMART Board
- Promethean Board
- Computer speakers

If my session is selected, I agree to present at the METC, register for the conference and pay the presenter's registration fee of \$50.00 per presenter. Second day registration is \$90.00 per presenter.

I agree to upload electronic handouts to the conference website and bring 50 copies of handouts. I understand more information on uploading my handouts to the web will be available in November.

Signature: _____ Date: _____

IMPORTANT: APPLICATIONS TO PRESENT MUST BE RECEIVED BY AUGUST 20, 2009.

MAIL OR FAX THIS FORM TO: COOPERATING SCHOOL DISTRICTS. ATTN: Nancy George, 1460 CRAIG ROAD, ST. LOUIS, MO 63146, FAX (314) 872-9128.

Grapppling's TECHNOLOGY AND LEARNING SPECTRUM

Technology Literacy Uses

- Technology Focus - Learning/Acquiring/Practicing Technology Skills
- “Just-in-case” technology skills are acquired for possible future needs
 - Literacy classes
 - Learning hardware and software
 - Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning
 - Curriculum provides “topics” for technology uses

Instructional Focus

- Technology-centered pedagogy
- Teacher talk is “technology talk” rather than “learning talk.”

Technology uses are organized for their own sake

- Acquiring and assessing technical skills
- Offered as separate and/or optional experiences/programs
- Allowed when “real work” is completed or considered alternative/“reward” activities
- Research done to learn tools and processes
- Teachers view technology as something to learn or do

Staff Development Focus

Designated “experts” tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

Adapting Uses

- Technology Focus - Optional/Adaptive Learning Tasks-Information Consumers
- Integrating is translated into “use it for something, anything...just use it”
- Drill and practice with content software
 - Instructional games
 - Productivity tools used to adapt assignments/tasks given in the past without technology
 - Curriculum provides “topics” for technology uses

Instructional Focus

- Teacher-centered, Direct Instruction pedagogy
- Teacher talk is “same stories with new tools” – there is confusion that new tools make new instructional stories.

Technology uses are adapted/provided but still optional for traditional curriculum goals.

- Teacher and student roles remain the same
- Learning/assessment practices are unchanged
- Student experiences depend upon teacher directed assignments
- Research is “go look up” and “tell me back” (LOTS)
- Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals

Staff Development Focus

Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

Transforming Uses

Technology Focus - Essential -Information Producers

Integrating is “just-in-time” technology skills as needed for learning tasks/projects

- Complex learning and thinking tools
- Community learning tools
- Assessment tools
- Productivity tools used to construct meaning, and produce information useful and beneficial to others

Instructional Focus

- Student-centered, constructivist pedagogy
- Teacher talk is “new stories with new tools.”

Technology uses enable new learning tasks not possible without technology

- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners
- Teacher roles expand to include facilitators, designers, learners, and researchers
- Learning and assessment practices are changed
- Students initiate technology uses as they create their own learning experiences
- Research is sustained inquiry for original thinking and conclusions useful to others
- Teachers view technology as essential for development of higher-order thinking skills (HOTS)

Staff Development Focus

Essential skills and practices are articulated, expected, supported and measured for all teachers. Adequate funding of at least 30% of technology budget is in place.