



Highlights of Upcoming Events!

October 6-November 17, 2007
National Board Pre-candidacy Class
(Online via ASSET)

October 13, 2007
National Board Large Group Meeting

October 31-November 1, 2007
Cooperative Learning and Successful
Second Language Learning

November 20
Data-Driven Dialogue Follow-up

Did You Know?

In the near future the Arizona K-12 Center will be launching its own podcast series, specifically for National Board Certification (NBC) candidates. These podcasts will be made on a regular basis throughout the year. They will provide support, basic tips, direction on how to get organized for the process, suggestions on where to find resources, announcements of upcoming events and, of course, motivation through the journey of certification. These timely podcasts will run throughout the certification process, keeping candidates around Arizona connected and informed. The Arizona K-12 Center will also facilitate an NBC blog to serve as an open forum, for candidates and coaches to share content, questions, answers and encouragement.



Watch our web site for details.

Teachers and Technology: A Creative Combination

Supporting teachers to strengthen their knowledge of how to effectively integrate technology in the classroom is a core mission of the Arizona K-12 Center. Professional development offerings are conducted throughout the year offering support for teachers at every level of technological fluency from beginners to advanced users. The most in-depth of these learning opportunities is the week-long Tech Camp held twice during the summer.

Last June, over 100 teachers and a handful of administrators gathered at the Westward Look Resort in Tucson to sharpen their classroom skills in technology.

“Tech Camp sold out in 48-hours this year,” says Arizona K-12 Center Executive Director, Kathy Wiebke, “and it was only advertised to tech campers from last year, so it was mostly return participants that brought their friends. We’re excited to have these teachers with us, taking time out from their summer breaks to become more knowledgeable about the integration of technology.”

In previous years, Tech Camp focused exclusively on multimedia at differentiated levels. This year, teachers chose from three strands: Multimedia, podcasting and web development.

In the multimedia workshop, teachers learned iMovie. One of iMovie’s benefits is how simple it is to get started. Teachers can begin their movie making endeavors virtually right way, adding more complex features and effects as they go. Before leaving Tech Camp, participants completed a standards-based multimedia project to be used in their classroom.

Tech Campers visited the Tucson Zoo and other venues throughout Tucson. They shot footage with video cameras, and in the following days, learned how to turn that footage into a teaching tool. There’s virtually no limit to what teachers

can create. Instructor Rosy Escandon tells of one first grade teacher who made a movie with her students about fire safety. Kids helped write the script and participated as actors. There was no problem getting them to pay attention or give their best—they were going to be in a movie! Such an exercise teaches much more than just technology. It strengthens a range of fundamental skills from writing and public speaking, to focus, teamwork and creative collaboration.

“The classroom needs to catch up with the students’ daily life, where technology is already in action.”

Teachers can adapt the use of such technology to their unique curricular challenges. Rose Adair teaches English to high school students at the Arizona School for the Deaf. For most of her students, English is their second language with sign language being their native tongue. This means that writing itself resides outside of their original experience with language. Adair is excited about how technology can help bridge that gap. It “gives kids a reason to want to know what the words mean,” she says.

Adair plans to have students make movies of books being read out loud in sign language. This will be a purposeful exercise in reading for the students involved. But there will be a second application that may be just as valuable. With the addition of subtitles, these movies will help children in younger grades strengthen their reading.

On the lighter side, Adair also plans to have her students create multimedia presentations of their dream vacations, where budget is no issue. What is an issue is the fact that they will be developing their reading, writing, and math skills while they are at it.

EVENT SPOTLIGHT

Cooperative Learning and Successful Second Language Learning

Dates October 31-November 1, 2007
Location Black Canyon Conference Center
9440 North 25th Avenue, Phoenix
Times 8:00am-3:30pm
Cost \$200
Deadline 10/19/2007

How can we best meet the needs of today’s ELL students? How can we help limited and non-English speaking students acquire essential reading, writing, and speaking skills for success in language acquisition across the curriculum? Kagan Structures, cooperative and communicative teaching strategies, are wonderful tools to promote English fluency while covering academic content. Through interactive structures,

students are exposed to more functional language and have the opportunity to practice language more. Learn the stages students go through to learn English and then learn Kagan Structures to best help your English learners at each stage.

Notes Price includes all training, materials, continental breakfast, lunch

Teachers and Technology: A Creative Combination

PODCASTING POWER

The term podcast is derived from a combination of the words “iPod” and “broadcast.” It refers to digital media that is distributed over the Internet and sent to an iPod or other digital media players as well as personal computers for playback. Podcasts are being used in many different ways in Arizona classrooms including classroom news segments, book talks and virtually anything else teachers can think up. Nancy Pratt, one of the podcasting instructors at Tech Camp, told of a second grade teacher in her school who created a podcast entitled “10 Reasons I Love My Mommy”, which was then posted on the class web site. No complaints from the students’ mothers on that assignment.

Cynthia Bennally, who teaches fifth grade in the Phoenix Elementary School District, plans to have students who struggle in reading to create scripts in English and Spanish on how to do long division.

This technology would allow her to “kill two birds with one stone”, as she put it, since the students are finding long division to be a challenge as well.

Podcasts can be an especially powerful tool for English Language Learners who often don’t hear themselves fully until they do a recording and then play it back. The process forces readers to slow down and enunciate properly. There is plenty of room for creativity and fun as well.

Teachers sometimes worry about using the technology correctly, but for the students it’s second nature, according to Amanda Hughens, who was also a trainer in the podcasting section. She tells teachers: “You worry about the content, let kids worry about the technology. They just figure it out. You don’t tell a student how to draw you just give them paper and markers. The same is true with computers.”

SCHOOL SPIRIT GOES VIRTUAL

In Tech Camp’s Web Page production section, teachers learned how to build a basic web page. Instructor Kathryn Scott noted that teachers can be intimidated when kids know more than they do about technology. “The classroom needs to catch up with their (the students’) daily life,” said Scott, “where technology is already in action.”

Patricia Mohr of Paradise Valley School District planned to use her site in her eighth grade Spanish class. Pictures she took at the zoo of various kinds of animals will be posted for the students to translate into Spanish. She says the purpose is, “to entice students into creating their own list of animals in Spanish, instead of just giving them a memorization list.”

Patrick Glauber is a gym teacher and Athletic Director at Sierra Vista Middle School. No, he wasn’t preparing a virtual gym class online. He was working on a web site that will provide the community with schedules of sports events, as well as the paperwork parents will need to complete so that their children can play on teams. All done in school colors, of course.

It’s often said that good teachers must be lifetime learners. Tech Camp is an excellent example, as there is always more to learn.



Technology Integration: Digital Storytelling

Dates March 31, April 7, 14, 21, and 28

Location Arizona Education Association
345 East Palm Lane, Phoenix

Times 4:30pm-8:00pm

Cost \$150

Deadline 3/7/2007

Notes Price includes training, materials, and light dinner.

Our Technology Integration Series continues as we introduce a new workshop, Digital Storytelling. Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Digital storytelling helps communication skills for the 21st Century. Participants in this new hands-on learning series will create a digital story by editing videos and/or photographs and recording audio.

EVENT SPOTLIGHT

STAFF SPOTLIGHT



Kathy Wiebke
Executive Director

Kathy is the executive director of the Arizona K-12 Center. She was a classroom teacher for sixteen years and still views herself that way.

“I had great teachers,” Kathy says, “and I thought it was an incredible gift to be able to inspire kids to learn and want to do more. I can’t ever remember a time when I didn’t want to be a teacher. In my heart, that’s still how I perceive myself.”

As a teacher, Kathy experienced the importance of professional development first hand. “I saw how much my skills improved when I was afforded professional development opportunities,” she recalls. “Teachers want to be the very best they can be and to do this, they need affordable and accessible professional development.”

Kathy became Arizona’s first National Board Certified teacher in 1996 and renewed her certification last year. Before joining the Center, Kathy was Deputy Associate Superintendent for Highly Qualified Professionals, at Arizona Department of Education, and a principal in the Paradise Valley School District. A native Arizonian, she earned her BA from Arizona State University, and a Masters from Northern Arizona University.

“It’s a privilege to have the opportunity to support teachers to improve their practice, and ultimately the kids are the beneficiaries,” says Kathy. “We have an incredible group of people working here, many former teachers and experts in their own right, who are committed to this work. They make it a joy to come in everyday.”

“It’s a privilege to have the opportunity to support teachers to improve their practice.”