



Highlights of Upcoming Events!

September 2, 9, 16, 23 and October 7, 14, 21:
National Board Pre-Candidacy Class

**September 10 & 13, December 13 & 15,
February 18 & 21, March 25 & 28:**
Cognitive Coaching

**September 9-11, November 18-20,
February 17-19, and April 27-29:**
Year One Mentor Academy in Phoenix

**August 12-14, October 15-17, 2008,
January 27-29, and March 31-April 2, 2009:**
Year One Mentor Academy in Tucson

Did You Know?



TECH CAMP'S TOP BLOGS FOR TEACHERS INCLUDE:

- 2 Cents Worth—teaching and learning in the new information landscape
davidwarlick.com/2cents
- Cool Cat Teacher—new tools for teaching content
coolcatteacher.blogspot.com
- Moving at the Speed of Creativity—to facilitate collaborative thinking
speedofcreativity.org
- The Shifted Librarian—working to make libraries more portable with technology
theshiftedlibrarian.com

Tech Camp Teaches Web 2.0: New Functionality Means New Opportunities For Teaching

Technology waits for no one, particularly not those of us who work with kids. While to some the Internet might still seem new, it has already evolved into its next phase of functionality. Known as Web 2.0, this new stage is characterized by applications that support active participation by users, rather than simply passive information gathering. Students are already involved, although not necessarily in the classroom. MySpace® and Facebook® are two popular examples. So this summer, the Arizona K-12 Center's Tech Camp included Web 2.0 as its newest area of concentration.

Tech Camp is a week long professional development opportunity for teachers held twice each summer in Tucson. Participants choose from one of five areas of interest to focus on. These include: beginners, website building, podcasting, multi-media digital storytelling and, it's newest offering, Web 2.0.

Web 2.0 is an umbrella term referring to all available online applications that allow users to not only read information but to write and share it as well. The Tech Camp sessions zeroed in on two of the most popular applications for teaching—wikis and blogs.

Wiki, from the Hawaiian word for "fast", is a collection of web pages designed to enable users to contribute and modify content. Wikipedia, the collaborative encyclopedia, is a well-known example. Blog, short for web log, is a website that features regularly posted entries that readers can comment on in an interactive format.

"This is the read and write Internet," says Tech Camp trainer Kathryn Scott, a Technology Instruction Facilitator in the Paradise Valley Unified School District. "It's about applications that are collaborative, allow for comment and multimedia posting, and integrate with each other. There's a real coolness factor for kids."

Which means there's a real "coolness" factor for teachers seeking new ways to engage students and enrich lesson planning as well. Blogs and wikis provide an excellent opportunity to update and enhance traditional staples of classroom instruction, according to Tech Camp trainer Cherie Stafford, a technology consultant. Blogs can very comfortably replace student journals, while wikis can enliven and make more dynamic the traditional report read from the front of the room. Wikis can also get more students participating.



"I read somewhere that the average student gets to ask one question every ten hours," says Stafford. "Online they are not nearly so limited."

In the case of a history report, for example, a wiki would allow teams of students to collaborate on a particular topic, post their information, including multimedia content, for the whole class to review and comment on. Which is a long way from merely presenting a diorama.

GETTING CLICK-HAPPY

Emily Mann, Technology Integration Specialist for the Pima County Schools Superintendent's Office, came to Tech Camp to sharpen her skills on Web 2.0. Previously, she was a technology specialist and Spanish teacher in Tanque Verde. She has used wikis to teach spelling and pronunciation in Spanish, by having kids post their vocabulary lists and record the words used properly in a sentence. Collectively, this forms a vocabulary data base all the students can tap into. The fun comes not just in posting content online, but in using features like voice distortion, in order to sound like Darth Vader speaking Spanish.

Mann sees Web 2.0 as a great way to develop problem solving skills as well. "I like to give my kids the bare minimum in terms of instruction and let them go," she says, "I encourage them to be click-happy. Three kids might find three different ways to solve the same problem."

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For the students, Web 2.0 is nothing new. "Kids are already part of this world outside of the classroom," comments Kathryn Scott. Her job at Tech Camp is to help educators leverage those tools in the classroom.

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Mann's school has a sister school in Hermosillo, the capital of the Mexican state of Sonora. In advance of a field trip to visit the school, Mann used a resource called Gaggle.net to set up a blog students from both schools could use to get to know one another. Her kids wrote in Spanish, and their Mexican counterparts wrote in English, conducting an engaging exercise in cross cultural communication.

To some parents, the degree of online interaction offered by Web 2.0 raises significant concerns. At Tech Camp, educators learn what they need to teach parents as well as children. For example, some parents may be fearful of Internet predators targeting their kids. They need to know that on classroom work, only first names will be used to protect their children's identities. Parents also need to be informed of administrative settings that keep online projects private by invitation only. The value of Web 2.0 applications far outweighs the risks when used properly. But as with everything else in their child's life, parental supervision should be exercised.



While wikis and blogs lend themselves naturally to the development of language arts, teachers are integrating them into other subject areas as well. Cherie Stafford tells of a high school calculus teacher who uses a blog to post a new equation for students to work on. The beauty of this approach is that it allows students to collaborate on solving the

equation by posting the progress they've made so far, asking questions and sharing insights.

Judy Gergen, who teaches high school science in Paradise Valley School District, plans to use a wiki format for students to post work about biomes, or ecological communities. Students will research different regions and post their reports to the wiki, making their findings transparent to the entire class.

TEAMING UP TO BRING CHANGE

Just as Web 2.0 applications lend themselves to collaboration, teachers often find it easier to implement these tools into their lesson plans when they have other teachers to collaborate with. A cohort from Cartwright Elementary School attended Tech Camp Web 2.0 together for that very reason. Kallie Ambrose, Kelly Graham, Katie Schuerman, Leah Broeske all teach third grade at Cartwright. They see definite advantages in coming together.

"We hold each other accountable to use this stuff," says Graham, "we don't just go back from here to do things the old way."

They also help each other when questions come up, according to Ambrose: "We can trouble shoot together—if one gets stuck another can help." This gives them a solid foundation to influence others as well. "Our team is leading the way at our school," says Schuerman.

This is precisely the kind of impact Arizona K-12 Executive Director, Kathy Wiebke hopes Tech Camp participants will make throughout their teaching communities. "We're excited about seeing more Web 2.0 in the classroom," she says. As teachers explore new uses in their lesson planning, they raise the bar for everyone around them.

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Staff Spotlight: Tony Vincent, Instructional Technology Consultant



Tony oversees instruction at the Plug and Play Technology Camps, working to provide participants with the most relevant, productive and informative experience possible. He's also been known to play game-show host during evening activities.

"Teachers don't want tech for tech's sake, they want everything to be relevant to what they do," Tony says. To ensure the course offerings are on target, Tony surveys participants and continuously

updates the programs. In the three years Tech Camp has been offered, he has seen teachers "getting techier and techier". This allows course offerings to focus more on applications and less on basics.

Tony first began exploring technology for his own fifth grade classroom in Omaha, Nebraska. After teaching for six years, he became a technology specialist. He and his students did a lot of online publishing, including Radio WillowWeb, which became a model for school podcasts. Among the projects Tony is involved with, he is a Technology Professional Development Specialist at two schools in St. Thomas, Virgin Islands. Not too shabby.

EVENT SPOTLIGHT

COGNITIVE COACHING

Dates September 10 & 13, December 13 & 15, 2008, February 18 & 21, and March 25 & 28, 2009

Location Desert Willow Conference Center
4340 East Cotton Center Blvd, Phoenix

Times 8:00am-4:00pm

Cost \$500

Deadline 8/15/2008

Notes: Price includes all training, materials, continental breakfast, and lunch.

By popular request, the Arizona K-12 Center is once again providing training in Cognitive Coaching. In this workshop, participants will learn ways to expand and refine knowledge and skills to promote more effective teaching and learning. The focus is on strategies that enhance teachers intellectual growth and strengthen instructional decision-making. During the workshop the maps and tools of Cognitive Coaching will be demonstrated and practiced. Specifically, participants will learn to: establish rapport, create trust, and conduct planning, reflecting, and problem-resolving conversations. These maps and tools develop teacher self-confidence and cognitive autonomy, while also developing a sense of community within a school.

This particular training opportunity is designed for full-time educators. Maximizing training opportunities in the summer and on Saturdays has minimized the time out of the classroom for participants.

