

Salmon River Joint School District 243

iPad, iLearn, iTeach

Professional Development

Featuring

“Google Earth in the iLab”

(Guest Speaker)

Brought to You by

Salmon River Technology Committee

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iPad, iLearn, iTeach

(Dates)

Preparation	
(Two weeks prior)	On-line survey completion and selection of redesign Lesson Plan (Appendix A)
Professional Development Day 1	
7:30 am to 8:00 am	Continental breakfast and registration iPad assignments
8:00 a.m. to 8:30 a.m.	iPad discovery
8:30 am to 10:00 am	“Google Earth in the iLab” Guest Speaker Name Educational Training Coordinator Company Name 208-xxx-xxxx
10:00 am to 10:15 am	Break
10:15 am to 12:00 pm	Jigsaw: 1) iApps for text, voice, video 2) Classroom Safari 3) Mapping it out: Network and power needs 4) Assessing student learning
12:00 pm to 1:30 pm	Lunch on your own
1:30 pm to 3:00 pm	Activity: iLessons by grade level/content area
3:00 pm to 3:15 pm	Break
3:15 pm to 4:15 pm	Activity: Continued iLesson development
4:15 pm to 4:45 pm	Group discussion (Q & A, sharing, etc.)
Professional Development Day 2	
7:30 am to 8:00 am	Continental Breakfast
8:00 am to 10:00 am	Presentation: Elementary iLesson delivery
10:00 am to 10:30 am	Break
10:30 am to 12:00 pm	Presentation: Secondary iLesson delivery
12:00 pm to 1:30 pm	Lunch and round-table discussion led by colleagues who have piloted the iPads in their classroom
1:30 pm to 2:00 pm	Seminar Evaluation (Appendix B)
2:00 pm to 3:00 pm	Closing remarks
3:00 pm	iPad return and adjournment
Follow-up	
(4 weeks)	Student survey (Appendix C)
	Teacher reflection (Appendix D)

iPad, iLearn, iTeach

Course Goals

This course has been designed with teaching and learning in mind. Using iPads and grade level or content area appropriate apps, participants will explore, discover, and create independently and in groups.

Description of Activities

Preassessment (one week prior) – course participants will be asked to complete an online summary of their current classroom practice. The survey is being used to determine at what level they use electronic technology during instruction.

iPad discovery – Explore. Discover. Learn. Teachers will be issued iPads with k-2, 3-5, 6-8, and 9-12 content apps, as well as Facetime, Garage band, Google Earth and other standard apps preloaded. Participants will have 30 minutes to experiment and explore the devices.

Motivational speaker –(Motivational speaker name) is with us from Boise State MET program. Classroom teacher with expertise in iPad and cloud apps.

Jigsaw – iPads have registration number labels. Participants will form groups of four based on the first digit of the registration (1-9). Jigsaw assignments will be designated by the last number on the label (1-4) as follows:

- 1) iApps for text, voice, video
- 2) Classroom Safari
- 3) Mapping it out: Network and power needs
- 4) Assessing student learning

For example, participant *x* has a registration number of 7354. The first digit indicates the participant is assigned to table 7. The next two numbers indicate grade range (3-5). When the jigsaw activity begins, the participant will join the research group 4 – assessing student learning.

After 30 minutes of research and discussion, the participant will rejoin his or her original group and provide a 15 minute report of the jigsaw group's findings on assessing student learning using the iPad.

iLesson development – When taking the preassessment, teachers were asked to bring a lesson plan to redesign. During this segment, participants will spend an afternoon with colleagues and iPads redesigning instructional content that they can share with others and take back to the classroom. Teacher volunteers will share their lessons using the iShare app.

iLesson delivery – three lessons (elementary, middle school, high school) will be delivered by randomly selected volunteers based on prior day's activity. These and other lesson plans will be available in iShare for all teachers to access.

Round-table discussion – building administrators will facilitate round tables with grade level teachers to discuss insights and strategies for new teaching strategies and expected learning outcomes. Groups will develop short term and long term implementation goals with benchmarks in place for administrative, self, and student evaluation.

Reflection – Teachers will compose a brief reflection in iShare regarding their learning experience. Reflections will include 1-3 iPad activities that they will incorporate into their current instructional practice over the next four weeks.

Follow-up – Students will complete surveys regarding the use of iPads within their classrooms. Teachers will assess the success of the activities identified in their reflection based on student engagement, student artifacts, and student survey results.

The iPad Apps

iShare allows users to browse and search all the shared documents from an iPad, iPod Touch, or iPhone. iShare connects to Microsoft's SharePoint Server 2007, giving secure access to business & team collaboration information including documents, lists, announcements, tasks & meetings.

Garage Band - GarageBand turns the iPad into a collection of musical instruments and a full-featured recording studio, making it fun and easy to create music. Users can play a collection of Touch Instruments and Smart Instruments using Multi-Touch gestures. Songs are created whenever the inspiration strikes using a powerful eight-track recording studio. All versions of GarageBand are built from the same technology developed for Logic Pro — the application used in professional recording studios around the world. So users can create great-sounding songs anywhere they are. Projects are easily moved and shared or opened in GarageBand for Mac to take them even further.

Google Earth for iPad - Google Earth for iPhone, iPad, and iPod touch takes users to local adventures or to far corners of the planet. Students and teachers can explore the same global satellite and aerial imagery available in the desktop version of Google Earth, including high-resolution imagery for over half of the world's population and a third of the world's land mass.

With Google Earth, you can:

- Navigate the world with a swipe of a finger
- Swipe with two fingers to adjust the view to see mountainous terrain
- Show the Panoramio layer and browse the millions of geo-located photos from around the world
- View geo-located Wikipedia articles
- Use the Location feature to fly to a current location
- Search for cities, places, and business around the globe with Google Local Search

Educational apps

- K-2 Alphabet, phonics, reading, writing
- 3-5 Reading, language arts, math, science, music, art
- 6-8 Reading, language arts, math (number concepts, order of operations, pre-algebra), science (physical science), world, music, art, video, photography
- 9-12 Reading, language arts, math (algebra, math, probability & statistics), science (life, chemistry, physics, anatomy), health sciences, music, art, video, photography
- All grade levels –

EverNote – Evernote lets users take notes, create to-do lists, search through images, and share ideas. Everything is seamlessly synchronized across all the devices and platforms you use,

KeyNote – Keynote enables users to create presentations with custom graphic styles, elegantly designed themes, stunning animations and effects, and powerful features designed for iPad.

Pages - Pages has everything needed to transform words into beautiful documents. Includes Apple-designed templates and easy-to-use formatting tools.

Numbers - Numbers includes over 250 easy-to-use functions, an intelligent keyboard, flexible tables, and eye-catching charts. So you can create compelling spreadsheets in just a few taps.

World Heritage - Explore world heritages by navigating myriad tags, students learn more about each location by reading descriptions from UNESCO and Wikipedia and browsing through stunning photographs and interactive maps.

Built-in apps

New York Times

iTunes U

iBooks

Assistive Technology - Apple includes assistive technology in its products as standard features — at no additional cost. For example, iPhone, iPad, iPod, and OS X include screen magnification and VoiceOver, a screen-access technology, for the blind and visually impaired. To assist those with cognitive and learning disabilities, every Mac includes an alternative, simplified user interface that rewards exploration and learning (Apple, 2011).

Appendix A: Teacher Technology Survey (PreAssessment)

1. Name of School*

Select at least 1 response and no more than 3 responses.

- District Office
- Salmon River High School
- Riggins Elementary School
- Other, please specify

2. What grade levels do you teach? (please check all that apply)*

Select at least 1 response and no more than 11 responses.

- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Non-instructional staff

3. What content areas do you teach?(please check all that apply)*

- Elementary education (all subjects)
- Mathematics
- Science
- Social Studies
- Language Arts
- Physical Education
- Health Education
- Special Education
- Vocational Education
- Online Learning
- Other, please specify

4. How do you classify your main assignment at the school?*

Select at least 1 response and no more than 2 responses.

- Regular full-time secondary teacher or admin
- Regular part-time secondary teacher or admin
- Regular full-time elementary teacher or admin
- Regular part-time elementary teacher or admin
- Itinerant certified teacher (you teach at more than one school)
- Other, please specify

5. As of the end of the last school year, how many years had you been teaching?*

The value must be between 0 and 50, inclusive.

6. How many total students do you teach each week?*

The value must be between 1 and 70, inclusive.

7. What is your average class size?*

The value must be between 1 and 20, inclusive.

8. Do you have a computer or similar device in your classroom? (If you use more than one classroom, think about the one you spend the most time in for this and all other questions) (please check one)*

Yes

Yes, more than one

No

9. Are all computers in your classroom connected to the Internet?*

Select at least 1 response and no more than 1 response.

Yes No Unsure

10. How many hours does your average student spend on the computer or similar device at school in an average week?*

The value must be between 0 and 30, inclusive.

11. How many hours does your average student spend using the Internet at school in an average week?*

The value must be between 0 and 80, inclusive.

12. Approximately how often do you use each of these applications with your students? (check one) *

	Daily	Weekly	Monthly	Once or twice a year	Never	not available
Computers or mobile devices in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphical applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation software (e.g., Power Point)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desktop publishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any Internet activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines for the Internet (e.g., Infoseek, Yahoo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multimedia software (video/sound/text/graphics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Learning Systems (e.g., Jostens, CCC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulation Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drill/Practice Programs, Tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How do students use computers or mobile devices in your classes? (check all that apply)*
Select at least 0 responses and no more than 14 responses.

- to organize and store information
- to collect data and perform measurements
- to manipulate/analyze/interpret data
- to communicate information as the result of investigations
- to create visual displays of data/information (e.g., graphs, charts, maps)
- to plan, draft, proofread, revise, and publish written text
- to create graphics or visuals of non-data products (e.g., diagrams, pictures, figures)
- to create visual presentations
- to perform calculations
- to create models or simulations
- to support individualized learning
- for remediation for basic skills
- to compensate for a disability or limitation
- Other, please specify

14. How do you use the Internet in your classes? (Check all that apply)*
Select at least 0 responses and no more than 3 responses.

- to gather information from a variety of sources
- to communicate with others outside of the school
- Other, please specify

15. In an average week, you may take on a variety of roles. What percentage of the time do you think you act in each of the following roles: *
The sum of the numbers entered must equal 100.

Lecturer%

Coach %

Mediator %

Facilitator %

16. Have you received any professional development in the use of technology during the past calendar year?(please check one)*

17. In the past calendar year, did you participate in any of the following types of professional development activities related to technology?*

	Y	N	# of Hours	Comment
a. Within-district workshops, focused on a specific topic, provided by or within the district.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Out-of-district workshops and institutes, focused on a specific topic, provided outside the district.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Courses for college credit.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Teacher collaboration, connecting teachers regionally, state-wide, nationally, or internationally (exclude activities identified in previous statements a-c).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Out-of-district conferences, provided by professional organizations, regional centers, the state department of education, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Immersion or internship activities, in which a teacher spends a concentrated period of time working in a lab or industrial setting with professionals in	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

his or her content area.

g. Receiving mentoring, coaching, lead teaching, or observation, in a one-on-one situation, usually in the classroom.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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h. Teacher resource center, which provided professional development materials and is staffed by a lead or resource teacher.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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i. Committees or task forces focusing on curriculum, instruction, or student assessment.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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j. Teacher study groups that meet regularly, in face-to-face or synchronous on-line settings, to further knowledge in a specific discipline or of pedagogical approaches.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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k. Other forms of organized professional development related to technology (Discounting personal reading or other work you have done independently). Specify in comment area.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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18. In the past calendar year, did you lead any of the following types of professional development activities related to technology?*

	Y	N	# of Hours	Comment
a. Within-district workshops, focused on a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

specific topic, provided by or within the district.

b. Out-of-district workshops and institutes, focused on a specific topic, provided outside the district.

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c. Courses for college credit.

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d. Teacher collaboration, connecting teachers regionally, state-wide, nationally, or internationally (exclude activities identified in previous statements a-c).

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e. Out-of-district conferences, provided by professional organizations, regional centers, the state department of education, etc.

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f. Immersion or internship activities, in which a teacher spends a concentrated period of time working in a lab or industrial setting with professionals in his or her content area.

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g. Receiving mentoring, coaching, lead teaching, or observation, in a one-on-one situation, usually in the classroom.

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h. Teacher resource center, which provided professional

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development materials and is staffed by a lead or resource teacher.

i. Committees or task forces focusing on curriculum, instruction, or student assessment.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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j. Teacher study groups that meet regularly, in face-to-face or synchronous on-line settings, to further knowledge in a specific discipline or of pedagogical approaches.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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k. Other forms of organized professional development related to technology (Discounting personal reading or other work you have done independently). Specify in comment area.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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19. In the past calendar year, did you participate in any of the following types of individual professional development activities related to technology?*

	Y	N	# of Hours	Comment
a. Individual research project, in which you examined your own teaching and your student's learning.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Individual learning, in which you read journals or other professional publications, browse the Internet, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Other forms of individual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

professional development related to technology. Specify in comment area.

20. Approximately how many hours did you spend during the past calendar year in all types of technology-related professional development activities? Include all of the types of activities listed in Questions 1 & 2.*

The value must be between 0 and 1000, inclusive.

21. How much do you believe that technology has changed or determined the way you teach your classes? (please check one)*

- Greatly
- Somewhat
- Not at all

22. Select up to three technology related professional development activities you participated in during the past calendar year. Using the codes below, indicate the type of activity and the extent to which you agree with the statements in the chart.*

Select at least 0 responses and no more than 3 responses.

- A. Within-district workshops or institutes
- B. Out-of-district workshops or institutes
- C. Courses for college credit
- D. Teacher collaborative or networks
- E. Out of district conferences
- F. Immersion or internship activities
- G. Receiving mentoring, coaching, lead teaching, or observation
- H. Teacher resource center
- I. Committees or task forces
- J. Teacher study groups
- K. Other forms of organized technology-related professional development
- L. Individual research project
- M. Individual learning
- N. Other forms of technology-related individual professional development.

23. Rank the activities selected in the previous question from 1 to 3.

Activity 1	<input type="text"/>
Activity 2	<input type="text"/>
Activity 3	<input type="text"/>

24. For activity 1, indicate the extent to which you agree with the following statements: The training was well matched to my own goals for professional development*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Well-matched to your own goals for your professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Well-matched to your school's or department's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

plan to change practice.

c. Based explicitly on what you had learned in earlier professional development experiences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Followed up with activities that built upon what you learned in this professional development activity.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e. Designed to support reform efforts underway in your school.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f. Designed to support state or district curriculum frameworks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g. Designed to support state or district assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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25. For activity 2, indicate the extent to which you agree with the following statements: The training was well matched to my own goals for professional development*

Strongly Agree Agree Neutral Disagree Strongly Disagree

a. Well-matched to your own goals for your professional development.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Well-matched to your school's or department's plan to change practice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Based explicitly on what you had learned in earlier professional development experiences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Followed up with activities that built upon what you learned in this professional development activity.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e. Designed to support reform efforts underway in your school.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f. Designed to support state or district curriculum frameworks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g. Designed to support state or district assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26. For activity 3, indicate the extent to which you agree with the following statements: The training was well matched to my own goals for professional development*

Strongly Agree Agree Neutral Disagree Strongly Disagree

a. Well-matched to your own goals for your professional development.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Well-matched to your school's or department's plan to change practice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Based explicitly on what you had learned in earlier professional development experiences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Followed up with activities that built upon what you learned in this professional development activity.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e. Designed to support reform efforts underway in your school.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f. Designed to support state or district curriculum frameworks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g. Designed to support state or district assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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27. Rate your experience and comfort level in each of the following applications using a scale of 1-4 where: Experience 1 = a lot of experience 2 = some experience 3 = little experience 4 = no experience Comfort 1 = very comfortable 2 = moderately comfortable 3 = would need some help to feel comfortable 4 = would need a lot of help to feel comfortable

	Experience	Comfort Level
Computers in general	<input type="checkbox"/>	<input type="checkbox"/>
Mobile devices in general	<input type="checkbox"/>	<input type="checkbox"/>
Standard office software (word processing, spreadsheets, presentation software)	<input type="checkbox"/>	<input type="checkbox"/>
Mobile apps	<input type="checkbox"/>	<input type="checkbox"/>
Databases	<input type="checkbox"/>	<input type="checkbox"/>
Graphical applications	<input type="checkbox"/>	<input type="checkbox"/>
Desktop publishing	<input type="checkbox"/>	<input type="checkbox"/>
Internet Browsers	<input type="checkbox"/>	<input type="checkbox"/>
Internet Search Engines	<input type="checkbox"/>	<input type="checkbox"/>
On-line applications	<input type="checkbox"/>	<input type="checkbox"/>
Integrated learning systems (Waterford, Type-to-learn, etc)	<input type="checkbox"/>	<input type="checkbox"/>
Simulation software	<input type="checkbox"/>	<input type="checkbox"/>
Drill/Practice	<input type="checkbox"/>	<input type="checkbox"/>
Animation software	<input type="checkbox"/>	<input type="checkbox"/>
Podcasting Software	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>
Moderated chat rooms	<input type="checkbox"/>	<input type="checkbox"/>
Filtered social networking	<input type="checkbox"/>	<input type="checkbox"/>
Filtered e-mail	<input type="checkbox"/>	<input type="checkbox"/>
Network management	<input type="checkbox"/>	<input type="checkbox"/>
Filtering software	<input type="checkbox"/>	<input type="checkbox"/>
Security software	<input type="checkbox"/>	<input type="checkbox"/>

Done

Appendix B: Seminar Feedback (Guskey, 1996)

For this seminar, indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The seminar was enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The seminar was well worth my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The material and activities made sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The material and activities were useful in my teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The refreshments were fresh and tasty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The lighting was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The seating was comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The training was well matched to my own goals for professional development*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>