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Presentation Title: Technology Teacher Preparation

Description: New teachers require explicit instruction for using technology for personal and class use.

Presentation Proposal:

“Everyone knows how to use technology.” As a high school English teacher, I found this statement untrue. Students were uncomfortable using campus computers instead of their own, or they had no experiences or instruction at all. Candidates for alternative programs vary from recent college graduates to those changing careers with only minimal computer use. In order to leave no teacher behind, ACC’s program finds success in direct training for Technology Applications standards: electronic communication and websites (standards 1 and 4); locating professional development resources for immediate use (standard 2); and using technology to enhance and evaluate student performance (standards 3 and 5).

Teachers use websites to upload documents for communication and coursework, for professional portfolios, and for use with horizontal teams. Specific steps for communication with SBEC and ETS are also included. Part of the field experience and professional development involves using websites for training with resources known for best practice in the classroom. Additionally, teachers use technology to run analysis of student progress and case studies for those needing additional intervention and how technology can address student needs such as learning vocabulary and reviewing key concepts. The TEA STAR Chart is used as an evaluation of teacher progress, and workshop elements include a brochure for specific technology, presentation of locating and using professional development websites to immediately revise teacher strategies, and electronic templates to use for case studies, student TEKS/TAKS analysis, and student-centered classroom pedagogy.