

The 21st Century Teacher:

Technology Staff Development Opportunities for Teachers Who Already Know How to Word-process.

Doug Johnson

dougi@doug-johnson.com

<http://www.doug-johnson.com>

c. 2005

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The complete set of handouts can be downloaded from [<www.doug-johnson.com/pres.html>](http://www.doug-johnson.com/pres.html)

If you don't know how to do something, you don't know how to do it with a computer.

– Anon. from the Internet



The 21st Century Teacher

Are the new skills needed by teachers “technology” skills or “teaching” skills required to use technology effectively? This workshop looks at the implications of emerging AND pervasive technologies on the teaching profession and describes 10 areas of teaching competencies that can be developed through carefully planned staff development efforts.

It's been a few years now since I came up behind two fifth grade boys as they sat giggling at an Internet terminal in one of our school media centers. "Oh, oh," I suspiciously thought, "What are they into that they shouldn't be?"

As it turns out, they were in one of the Center for Disease Control's computers down in Atlanta looking up information about the Ebola virus. Pretty cool for ten-year-olds, I thought, and left it at that. But the more I considered the incident, the more remarkable its implications became. There are some very real, very sudden changes happening to teachers and teaching right now. And the availability of the Internet is almost single-handedly bringing those changes about.

It's taken the presence of the Internet to highlight what dramatic impact geography has had on education. The teachers, the resources, and the experiences to which most of us B.C. (Before Computing) students had access were those within our communities. We learned what our teachers knew. We had access only to the teachers within our own school. We learned the core values of only our community since those values were the only ones to which we had much exposure. What might be some of the implications of students having access to a virtual world that is beginning to erase those geographic limits?

7 Skills:

Skill 1: Process expert: What questions do these teachers need to be able to as?

Skill 2: Value clarifier: How do we handle bias, politics and ethics in the instructional process?

Skill 3: Executor of excellent methodologies: What technology skills do teachers *really* need to have?

Skill 4: Motivator: What turns kids on to learning?

Skill 5: Team worker: Who would you want on your teaching team?

Skill 6: Distant influence. How do I keep parents from putting their kids in schools other than mine?

Skill 7: Life-long learner: How do I keep current with best practices in education?

Rubrics for Restructuring -The Advanced CODE 77 Rubrics

From *The Indispensable Teacher's Guide to Computer Skills* 2nd ed. Linworth Publishing, 2002 (800-786-5017)

I. Instructional software use

- Level 1 I do not use instructional software as a part of my instructional program, nor am I aware of any titles that might help my students meet their learning goals.
- Level 2 I use a few computer programs as an instructional supplement, as a reward, or with special needs children.
- Level 3 I use several programs (drill and practice, simulations, tutorials, etc.) chosen by my department or grade level to help all my students meet specific learning objectives. The software allows me teach and/or reinforce concepts more effectively than traditional methods. When it is available, I use the software's management system to help assess individual student performance. I use the school's integrated learning system in a purposeful way.
- Level 4 I seek out new programs for evaluation and adoption. I know sources of software reviews and keep current on developments in computer technologies through professional reading and conference attendance. I share my findings with other professionals.

Resources needed:

Training opportunities:

Evidence of mastery (portfolio items):

Planning team:

II. Using technology to improve student writing

- Level 1 I am not familiar any technologies that would allow me to help my students improve their writing skills.
- Level 2 I ask that the final draft of some student writing assignments be word-processed. I do not expect or encourage my students to compose or edit using the computer.
- Level 3 I help students use the computer in all phases of the writing process from brainstorming to editing. This includes the use of idea generators, portable writing computers, outlining tools, spelling and grammar checkers, and desktop publishing tools. I use technology to help students share their work for a wide reading audience.
- Level 4 I store portfolios of my students' work electronically. I share successful units with others through print and electronic publishing and through conference presentations and workshops. I look for specific technology tools for helping my students improve their writing skills.

III. Information literacy skills using secondary sources

IV. Information literacy skills - primary sources

V. Modification of instructional delivery

VI. Assessment of student performance

VII. Individualization of instruction and educational program

VIII. Fostering home-school communications

IX. Assistive and adaptive technologies

X. Professional growth and communication

XI. Research and evaluation of technology use

Discussion items

What were the implications of having only:

- One school
- One teacher
- One time of day to learn
- One set of opinions
- Minimal skills to get and keep a job

What happens when:

- Education is no longer an option?
- Geography is no longer a factor?
- Standards are articulated?
- Technology is ubiquitous?
- EVERYONE needs information literacy skills?

**At what things will the 21st century teacher need to be very, very good?
Are these *technology* skills or are these *teaching* skills?**