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**Guest Speaker:**

The Technology Coordinator discusses with the class how technology is used in the school system. Students write a quick paper on the presentation.

**Technology Research Paper:**

Students research the impact that technology has on education. They identify technologies available for educational use and describe how they are used in the educational system. They develop a list of technology needed to teach in the 21<sup>st</sup> Century. They describe a 21<sup>st</sup> Century classroom.

**Technology Assessment:**

Based on their research findings, students develop an interview survey to ask teachers, administrators, and professional support services personnel about their use of technology. Also, the survey should ask what additional technology they would like to use in their classrooms/offices. They interview two teachers and one administrator or professional support services staff member. Students summarize their responses. Report Out.

**Group Activity on Technology Request List:**

Students develop a Technology Request List for a pre-school, elementary school, and high school classroom. After the list is completed, the students share their request with the Technology Coordinator.

Contact with Guest Speaker  
Lead Questions

Guidelines for Research Paper  
Rubric  
Computers  
Internet  
References  
Equipment Catalogs  
Web sites  
Lead Questions

Guidelines for Interview  
Rubric  
Lead Questions  
List of Teachers

Guidelines for Activity  
Rubric  
Arrangements for the Technology Coordinator to Meet with the Class

<p><b>B. Using Information Technology</b></p> <ol style="list-style-type: none"> <li>1. Charts</li> <li>2. Documents</li> <li>3. Graphs</li> <li>4. PowerPoint Presentations</li> </ol>	<p><b>10 + 5 Discussion:</b>  The teacher discusses how technology is used in classrooms other than for just teaching. Technology is used to manage and input student data, and create documents and reports.</p> <p><b>Technology Tools Activity:</b>  Students select a slip of paper that has a technological term/concept/equipment/software program written on it. They conduct research and write a quick paper on their assigned topic. Share Out.</p> <ul style="list-style-type: none"> <li>• Computer-Assisted Instruction (CAI)</li> <li>• Computer-Managed Instruction (CMI)</li> <li>• Microcomputer-based Laboratories (MBL)</li> <li>• Hypermedia</li> <li>• Computer-Based Simulations</li> <li>• Home-School Communication Systems</li> <li>• Newsgroups</li> <li>• Chat Rooms</li> <li>• Wikis</li> <li>• Blogs</li> <li>• Videoconferencing</li> <li>• Excel</li> <li>• Access</li> <li>• Eliminate</li> <li>• Twitter</li> </ul> <p><b>Student Technology Competencies Activity:</b>  Students work in groups and develop a list of technology competencies that lead to technology fluency for pre-schoolers, elementary-aged children, middle/junior high students, and high school students. Share Out.</p> <p><b>Teacher Technology Fluency Activity:</b>  Working in teams, students research and identify technology competencies that teachers need to</p>	<p>Lead Questions</p> <p>Slips of Paper with Concept  Computers  Web sites  Internet  References  Catalogs  Lead Questions</p> <p>Guidelines for Activity  Lead Questions  Computer  Internet  Web sites  Resources</p> <p>Guidelines for Activity  Computer  Internet</p>
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<p>C. Career Options</p>	<p>have in order to teach in the 21<sup>st</sup> century classroom. Report Out</p> <p><b>Demonstration and Lab Sessions:</b>        Either the teacher or Technology Coordinator demonstrates how STI is used in their educational system. Students gain experience in using the STI System by completing required lab assignments.</p> <p><b>Lab Experiences:</b>        Students learn how to use technology to create:</p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Documents</li> <li>• PowerPoint Presentations</li> </ul> <p><b>Quick Paper:</b>        Students write a paper to include information on “Ethics and the Web” and “Piracy of Software Use.”</p> <p><b>10 + 5 Discussion:</b>        The teacher discusses the issue of having a shortage of teachers, administrators, and professional support services personnel to meet the demands of local districts.</p> <p><b>Brainstorming Session:</b>        Students brainstorm and make a list of career and entrepreneurial opportunities available in the field of education.</p> <p><b>Read, Think, and Share:</b>        Students are provided a chart showing occupational specialities and Related O*Net Occupation Classifications for the Education and Training Cluster. Students review the listing of</p>	<p>References        Lead Questions</p> <p>Make Arrangements for Demonstrations and Student Lab Sessions        Lab Assignments        Lead Questions        Computers        STI Software</p> <p>Lab Assignments        Computers        Software        Printer        Rubrics</p> <p>Guidelines for Quick Paper        Rubric        Computers        Internet        Web sites        References        Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p><i>Education and Training Career Cluster, Occupational Specialists and related O*Net Occupations Sequenced by Career Pathway and Occupational Specialty Code Chart</i></p>
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careers related to education. They determine if any other careers need to be added to the list?

**O\*Net Project:**

Students research what O\*Net is and how it is used to describe occupations. They use the Skills Search tape to list their skills to see what occupations they match. Students determine if the occupations identified relate to education. Using the O\*Net descriptors students research at least one career in the Administration and Administrative Support Pathway, the Professional Support Services Pathway, and the Teaching and Training Pathway. Students report their information on Career Profile Cards. Share Out.

**Bulletin Board Activity:**

In groups of four, students plan and construct a bulletin board on careers in education. Each group displays their bulletin board. Using the Bulletin Board Rubric, students evaluate each others' bulletin boards.

**Career in Education Brochure:**

Students develop a brochure on "Why a Career in Education is a Good Thing." Share Out.

**Aha! Moment:**

Students write a short paper on their career choice in education and provide information to support their choice.

Guidelines for Project

Rubric

Computer

Internet

O\*Net Web site - <http://online.onetcenter.org>

Note Cards/Career Profile Cards

Art Supplies

Guidelines for Bulletin Board Activity

Rubric

Guidelines for Brochure

Computers

Internet

Web sites

References

Lead Questions

Art Supplies

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

<b>Unit Assessment:</b>	Technology in the Classroom Activity, Quick Papers, Technology Resources Project, Technology Assessment Activity, Technology Tools Activity, Student Technology Competency Activity, Teacher Fluency Activity, Lab Assignments, O*Net Project, Bulletin Board, Brochure, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in STAR Events: Leaders at Work and Entrepreneurial Event Students participation in other STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Applied Technology, Career Investigation, and Job Interview.
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<b>Unit/Course Culminating Product:</b>	Students develop a personal career file.
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Early Childhood Education and/or Education Careers
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