

Lesson Plan

(Please complete and attach to the Lesson Implementation Form)

Teacher Name: Tammy Johnson

Lesson Title: Service Learning/Then and Now

Subject(s) and Grade Level: 8th Grade Reading-

Standards:

MTT Domain-Competencies

1-001

- A. Demonstrates an understanding of the appropriate use of hardware components and software applications.
- B. Identifies and demonstrates knowledge of how to create, use, manipulate, and exchange digital file formats (e.g., text, image, video, audio) between applications and or platforms.
- F. Demonstrates knowledge of the acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet.

1-002

- C. Knows techniques for editing, manipulating, and changing sounds that have been captured from a variety of sources (e.g., audio CD, tape, and microphone).
- D. Uses appropriate digital editing tools and design principles to import and edit images from a variety of sources (e.g., encyclopedias, databases, image libraries).
- E. Knows how to define the design attributes and requirements of products created for a variety of purposes (e.g., encyclopedias, databases, image libraries).

1-003

- A. Demonstrates knowledge of mechanisms for navigating, accessing, transferring, sharing, and storing Web-based information across networks (e.g., intranets, the Internet).

1-004

- B. Demonstrates knowledge of basic concepts of video filming (e.g., composition, ratio of image to frame, position in frame, line of gaze, pans/tilts, movement, perspective).
- D. Demonstrates knowledge of compression schemes for a variety of file types (e.g., photographs, animation, audio, video, and graphics) and knows compression strategies, programs, and techniques to conserve memory and retain image integrity when digitally capturing files.
- E. Knows how to use techniques for capturing and editing audio components during the video production process.

2-005

- A. Knows how to use and integrate appropriate technology-based productivity tools into teaching and learning.
- B. Knows how to facilitate the use of appropriate digital editing tools and design principles for classroom use (e.g., consistency; repetition; alignment; proximity; ratio of text to white space; image file size; color use; font type, size, and style).
- C. Knows how to use research skills and electronic resources and

communication to synthesize information.

D. Knows how to create specifications and instructions for technology-based tasks.

E. Knows how to use technology applications to facilitate the evaluation of work, including both process and product.

F. Knows how to create rubrics to evaluate technology-based processes and products against established criteria.

2-006

A. Knows how to select, format, and present media activities and projects appropriate for the context, purpose, audience, and environment.

B. Demonstrates knowledge of criteria for evaluating the design and functionality of interactive media (e.g., intended audience, content delivery, ease of navigation and interaction).

C. Knows how to use productivity tools (e.g., spreadsheets, databases, word processors, graphics applications) to communicate effectively.

D. Knows how to select and use various presentation formats (e.g., slide shows, posters, multimedia presentations, newsletters, brochures, reports) to communicate effectively.

E. Knows how to publish information in a variety of formats (e.g., printed copy, monitor displays, internet documents, and video).

F. Knows the characteristics, purposes, and protocols for using a variety of electronic communication tools (e.g., e-mail, internet browsers, videoconferencing, distance-learning tools, and discussion forums).

G. demonstrates knowledge of strategies for evaluating the effectiveness of communication in terms of both process and product.

2-007

A. Knows components of effective instructional design (e.g., eliciting and using prior knowledge, synthesizing prior and new knowledge, integrating knowledge and skills, applying accessibility concepts, providing scaffold instruction, planning reviews) in a technology-enhanced environment.

C. Knows how to use formal and informal assessments to evaluate students' technology proficiencies.

F. Demonstrates knowledge of the reciprocal nature of assessment, planning, and instruction.

2-008

F. Knows that decisions about assistive technology for students are required by law to be made by the Individual Education Program (IEP) Team or Section 504 Committee and identifies personnel who are responsible for assistive-technology decisions.

G. Knows how to facilitate the implementation of developmentally appropriate learning experiences that use technology-enhanced instructional strategies to support the diverse needs and abilities of all students.

3-009

B. Collaborates with administrators, colleagues, families/caregivers, and other members of the school community to ensure ongoing communication related to technology-enhanced teaching and learning.

D. Collaborates with colleagues to develop strategies for integrating technology-enhanced instruction into diverse learning environments and for implementing a system for monitoring the effectiveness of integration efforts.

E. Promotes interest, inquiry, analysis, collaboration, and creativity for integrating evolving technologies that transform teaching and learning processes.

3-010

A. Knows how to use formal and informal methods to assess educators' technology proficiencies and instructional strategies.

H. Uses mentoring, coaching, and consulting skills and strategies (e.g., observing, negotiating, providing feedback, problem solving) to support the use of technology in the teaching and learning environment.

L. Knows features of effective professional development that promotes sustained application of technology-enhanced instruction in classroom practice (e.g., demonstration, modeling, guided practice, feedback, coaching, follow-up).

Content TEKS

Reading Grade 8

TEK 110.24 b (13) (E)

summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts

TEK 110.24 b (10)(G) Paraphrase and summarize text to recall, inform, or organize ideas

110.24 b (13)(G)

draw conclusions from information gathered from multiple sources

110.24 Technology Applications, Reading, Grade 8

TEK 110.24 b (13) (C)

use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.

TEK 110.24 b (20) (B)

organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer

110.24 (b) (20) (E)

present information in various forms using available technology

110.24 (b) (24) (B)

produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

Content and Cognitive Goals:

Target Goals:

1. To improve cognitive coaching/mentoring skills using collaboration for the development of the animation lesson for 8th grade students.
2. Identify and recognize attributes of effective instructional design and strategies for an 8th grade class.
3. To use technology as a tool for learning, communicating, and collaboration.

Student Goals:

1. Students will be able to effectively research using the school intranet site and school based server to sort and choose past video clips, still pictures and information on service learning projects and their development and completion.
2. Students will be able to provide information for a story board and plan their own storyboard to create the video project.
3. Students will be able to work collaborately to desegregate into needed and not needed information based on their research finding for class presentation.
4. Students will be able to create an effective video presentation including video clips, music, and still pictures.
5. Students will be able to edit, add transitions, add title and ending pages.
6. Students will be able to transfer photos from a server to a folder on the computer.
7. Students will be able to sort pictures into sub-folders according to the service learning projects they chose.
8. Students will be able to download pictures and clips into software.

Teacher Goals: Mentee

1. Apply technology to develop students' higher order skills and creativity and connect those skills to everyday life.
2. To create a successful atmosphere the teacher will manage the classroom using strategies that will guide and direct students to stay on task.
3. To increase confidence while integrating technology into the classroom.

Professional Goals

1. To help the teacher gain confidence in choosing and using technology to create a lesson, and focus on time management.
2. Guide the teacher in applying technology TEKS appropriate to her curriculum and the lesson.
3. Improve my mentoring techniques to help the teacher design developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners.
4. Guide teacher in solving problems that may arise from using technology.

Learning Connections

Students will produce a video that includes service learning projects they have been a part of in the past. Students have worked with the manipulation of pictures and searching a database of pictures, but students do not have any experience with the video software. Students will learn right click to access a menu and create a new folder for saving pictures for the video. Students will then create folders within a folder for organizing each service learning project they chose to showcase. Students will be given the location of information. Students will then choose information to use by working with a partner to summarize needed and not needed information.

Students will be given opportunities to successfully research, choose and sort pictures and video clips, create and evaluate. Students have limited knowledge of windows. Working in pairs the tasks will be accomplished using partner collaboration and hands-on use of technology. Students will exhibit cooperation, communication, and understanding as they work toward accomplishing the goals of the project. Students will create a storyboard to plan the video.

Procedures for Learning Activities/Tasks: *(Please number each procedure.)*

1. Introduce lesson-discuss service learning projects, students' part in project and how service learning relates to real life situations. Explain why the project is being done.
2. Assign partners. Pair special ed students with student that has experience with technology.
3. Prepare and share rubric.
4. Explain story board and how to fill out story board form. (story board form is a hand out).
5. Model and explain how to search the database of pictures and select pictures for video.
6. Model and explain how to create folders and add pictures to the folders.
7. Explain if server is down the pictures will be saved on cd for access.
8. Model/Explain software using view sonic. Students will watch demonstration from teacher.
 - a. Saving project in folder on server
 - b. Down loading selected pictures from folders created.
 - c. Adding pictures to timeline
 - d. Adding titles and text
 - e. Adding transitions
 - f. Editing to shorten video to be more effective
 - g. Search for free music and add to acid x to create sound track.
 - h. Adding music and sound to audio track in Pinnacle software
 - i. Deleting existing sound from video – not needed noise
 - j. Rendering for viewing
9. Show sample/example of story board and video created by teacher.

Address Bloom's Taxonomy

1. Discuss service learning and determine which service learning projects to include in video-Knowledge
2. Prepare and present a story board and discuss what pictures would be best to include in the project-Synthesis, Knowledge, Analysis
3. Teacher will model all skills needed for success of lesson-Comprehension, Application
4. Have students locate server and sort through database of pictures and videos-Application, Comprehension, Knowledge
5. Research service learning projects information-Knowledge
6. Discuss, give examples of completed storyboard and video-Knowledge, Comprehension
7. Divide students into partners for collaboration, discussion, and creation-Knowledge, Comprehension, Analysis
8. Download pictures and clips into software-Comprehension, Application
9. Create title page, ending page, information pages and transitions. Comprehension, Application.
10. Edit, save, manipulate, change-Analysis, Synthesis, Application
11. Create video in Pinnacle Studios and audio mix using Acid X-Synthesis, Application
12. Demonstrate, present, save-Application, Synthesis
13. Discuss and reflect-Analysis, Application, Evaluation
14. Rubric-Evaluation

Assistive and Diverse Learners

Three students in this class are ADHD students. The teacher will seek the help of the special education department to determine what modifications to use and which ones will be specific to each student. Global modifications for these students are peer tutoring, extended time, clear rules, preferential seating, clearly defined boundaries, and step by step instructions in writing as well as verbal instructions. The teacher will pair these students with a student that has advanced experience with computers and technology. There should be no assistive devices required for this lesson.

Teaching/Instructional Strategy:

Instructional groups strategies, group management strategies, extensions for diverse needs of learners, accommodations and modifications for learners IEP correlated when needed, variety of technologies, variety of uses of technologies.

The teacher will discuss past service learning projects and students' involvement in these projects. A tie will be made to real life situations and service learning. The teacher will question students to determine the depth of involvement and ownership students possess before beginning the lesson. Students will be questioned daily to maintain a conscious tie with service learning and its importance to the community and individuals. Asking questions will allow the teacher to assess knowledge learned. The teacher will observe students creating their project on a daily basis. By watching computer screens the teacher will be able to guide students as they choose pictures, create folders, change the location of pictures and video, and then create their video. Observing students will enable the teacher to guide and assist students when needed. By observing students working with a partner, the teacher will be able to check student understanding and ensure each student is taking an active role in the project and accomplishing the tasks addressed in the rubric. Students will be given opportunities to successfully research, manipulate, create, and evaluate. Working with a partner the tasks will be accomplished using collaboration and hand-on use of technology. Students will exhibit cooperation, communication and understanding as they work toward accomplishing the objectives and goals of the lesson. Peer tutoring will contribute to the success of each student.

Teacher Role

The teacher will guide, direct, and demonstrate for students. She will explain the storyboard, rubric and the software program. The teacher will collect all needed supplies, collaborate with colleagues in the technology department as well as the special education professionals, monitor students' research, direct students in searching for and choosing pictures and clips, evaluate partnership participation, teach needed skills for final product and evaluate final project. The teacher will also acquire all needed technology components and supplies for teaching the lesson. She will also explain the procedure and reasons for sighting sources used for project. Those will include credit to persons that took the pictures and created the videos. It will also include the sources, internet sites, used to locate the music for the sound mix that will be used in the presentation.

Student Work Samples:

Authentic digital images, scanned images, video clips, audio clips, multimedia, charts, graphs, web pages

Students will view an example of a storyboard and video created by the teacher. Students will produce a story board on paper (form supplied by teacher) and then produce the

actual product (a video covering Service Learning projects) using Pinnacle Studio 9 and Acid X software.

Technology Connection:

Developmentally appropriate hardware, software, peripherals, classroom technology arrangement, software customized to support diverse needs adaptive/assistive technology to support special needs.

Students will first learn to access network server to view and choose pictures and video. Students will search through a database of information containing pictures, video, and information pertaining to service learning. Students will then learn to create folders and sub-folders to save pictures, clips and information in order to organize their own project. Students will use the computers loaded with appropriate software to create an effective video containing the pictures, video clips, and information they chose and saved in their folders. Students will show their created video to the class using a view sonic connected to a lap top computer. The teacher will arrange the classroom for students that need situational manipulation to address modifications and special needs.

Technology Management Strategy:

1. Computers loaded with appropriate software and a shortcut placed on desktop.
2. Check available use of network server and intranet.
3. Folder created and available containing all service learning information and projects.
4. Folder created and available on server for saving projects
5. Check view sonic for proper operation
6. Check all computers loaded with software for proper operation
7. Check with network administrator and technology department for any scheduled downtime/network problems. Discuss support strategies.
8. Learn software Pinnacle Studio 9 and AcidX.
9. Create story board as a student example
10. Create short video to be used as student example
11. Create rubric

Materials:

1. View Sonic to show examples, demonstrations and model teaching
2. Whiteboard and markers for story board example
3. Laptop to support view sonic
4. Lab computers
5. Software (Pinnacle Studio and AcidX)
6. Story board hand-out (to be filled out by students)
7. Pens and pencils for filling out story board

8. Server access
9. Rubric
10. Examples created (story board and video)

Assessment:

Portfolio, demonstration, self-assessment, peer assessment, checklist, rubric, process and product

Informal:

1. Monitoring partners
2. Leading class discussions
3. Questioning students daily
4. Offering suggestions with choosing pictures and video
5. Offering suggestions for video creation
6. Review previous day - knowledge learned
7. Watching computer screens
8. Watching video as it is being created
9. Evaluate daily progress
10. Watch participation and contribution by each partner

Formal:

Final project will be evaluated by a rubric. Students will fill out rubric evaluating their project and teacher will evaluate final project using the same rubric.

Reflection:

Please rate the following indicators using a scale of 1-5.

(1=Poor, 5= Excellent, NA if not applicable)

- 5 _____ Technology instruction was effective and students/educators achieved curricular goals.
- 5 _____ Technology instruction was effective and students/educators or I achieved targeted goals.
- 5 _____ Technology instruction was effective and I achieved my professional goals.
- 5 _____ Students/educators were motivated by the use of technology.
- 5 _____ Technology was critical to the success of this lesson.
- 5 _____ Varying abilities of students/educators was supported through the use of the technology.
- 5 _____ Equipment was sufficient for the number of students/educators completing the activity.
- 5 _____ Equipment and software functioned properly.
- 5 _____ Overall rating of lesson.

Reflection Time: Use the following questions to reflect on your lesson.

Questions to Ponder:

Was this lesson worth doing?

The lesson was definitely worth doing. Students got involved from the beginning because they had a connection in place from being a part of service learning in the past, and the fact they were going to create a video motivated students from the very beginning. It was not just Power Point they were doing, but an actual video like they see every day on television and on the computer. There were no behavioral problems at all. A few times students had to be re-directed when sorting through pictures. There were so many pictures it was hard for students to make their choices and move along at a reasonable pace.

In what ways was the lesson effective?

The students were successful in their search for service learning pictures and video, they were successful in transferring the pictures and video to folders, and then they were successful in downloading what they chose into the software to create the video.

What evidence do you have for your conclusion?

The created videos were very well organized and were successful in showcasing service learning. The students were very proud of what they created and enthusiasm was evident in the way students reacted to the finished product.

How would you change this lesson for teaching it again?

Allow more time. The students could have done a more professional job on the video had we allowed more time to work on them.

Did your students/educators find the lesson meaningful?


When the students discussed the final project they stated that the videos helped them view each project in a different way. Instead of having only still pictures and a few video clips to watch, the videos contained more information in a more organized way that made service learning more meaningful. Students also talked about how much fun it was to actually create the video. The software was user friendly and the basics were easy to learn and remember. Mrs. Johnson felt the lesson was meaningful because she learned the program and she also learned how to integrate technology into her reading class.

Did the lesson motivate your students/educators to “go beyond” what was required?

Students were excited about doing another one and making some clips of their own to download into the software. We were going to let them do some clips on present projects but we were so limited in time we did not get to do that part.

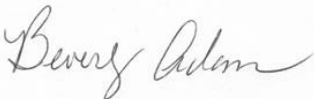
Did you achieve your goals met/in progress in the required criteria?

Yes, all goals were met. The teacher was very pleased with what she learned about technology and about how successful the lesson was. The students learned what was expected of them, and each student learned the basics of the software. Each student in the partnership made an important contribution to the creation of the video. All students were successful and excited about creating something of their own from scratch.



Participant Signature

Date December 12, 2006



Coach Signature

Date December 12, 2006