

Technology Integration
Teacher Post-Observation Questions

Teacher: Jerry Underwood	
Subject: German I Period: 3rd Block	No. of Students: 30
Observer: Diane Bennett	Date of Observation:
Length of Class:	No. of Computers Used in Lesson: 30

Brief Lesson Description: WebQuest driven survey of German states and cities.	Curriculum Standard Applied: see attached
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To what extent do you feel this technology lesson increased the depth of student understanding and learning engagement for this curriculum standard? Observation and feedback indicate that this was an interesting way to promote interest in German states and cities. Students stayed on task and stayed involved individually and in their groups.

How have students been impacted by using technology for this lesson? Has the efforts to integrate technology impacted student achievement, had no impact, or negatively impacted student achievement? All students were able to report a more detailed understanding of German culture and geography as well as to acquire and demonstrate use of new travel terminology. They indicated that they were more comfortable in looking for information on Germany ‘for fun.’

What did you expect to see in your classroom that would indicate effective use of technology? Did it happen? If so, why? If not, why not? I expected student excitement when they realized how much information about Germany they had access to through the Internet. It happened – Big Time.

Identify how this technology lesson has impacted your ability to teach this curriculum standard. Has the experience been positive or negative? Why? Maintaining student interest in culture is driven by what I can remember to include in my lesson plans. With students choosing their path to investigate, they maintained their own interest and were able to research further by themselves than I could take them on my own.

Did your professional development training prepare you to implement this technology lesson? If so, how? If not, why not? Yes, I had no idea what resources were available for lesson planning on the Internet, nor was I sure how to implement PowerPoint in the classroom for effective reporting of researched information.

Check all that apply.

In preparing and implementing this lesson, I used the following types of technology:

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| <input checked="" type="checkbox"/> Word | <input type="checkbox"/> Excel |
| <input checked="" type="checkbox"/> Internet | <input checked="" type="checkbox"/> e-mail |
| <input checked="" type="checkbox"/> PowerPoint | <input checked="" type="checkbox"/> gradebook |
| <input type="checkbox"/> video/audio | <input checked="" type="checkbox"/> CD Rom |
| <input type="checkbox"/> Access | <input type="checkbox"/> Other _____ |

Engaged Learning Indicators:

Indicator	Evidence
Did your students take responsibility for their learning with technology? Did they meet, exceed, or not meet your expectations?	<input checked="" type="checkbox"/> Yes excitement in the undertaking, completeness of reports. <input type="checkbox"/> No
Did your students develop, define and/or modify problem-solving strategies using the technology basics you gave them?	<input checked="" type="checkbox"/> Yes Learned how to toggle between German and English screens. <input type="checkbox"/> No
Did learning with technology energize students? Did they remain motivated? Did they take pride in their work?	<input checked="" type="checkbox"/> Yes See the pride in the CD-ROM <input type="checkbox"/> No
Did your students work collaboratively to understand the technology task to plan, implement, and evaluate their assignment using technology?	<input checked="" type="checkbox"/> Yes Required by the WebQuest <input type="checkbox"/> No
Did the technology tasks your students accomplish bear resemblance to real world problems in the home and/or workplace?	<input checked="" type="checkbox"/> Yes Had to search for many different types of information. <input type="checkbox"/> No
Were the technology tasks challenging to the students? Did they need to stretch their thinking skills to be successful?	<input checked="" type="checkbox"/> Yes The directed roles left room for students to expand and define what they wanted to report. <input type="checkbox"/> No
Were there additional skills which were required to accomplish this technology lesson?	<input checked="" type="checkbox"/> Yes We worked a little extra on PowerPoint skills. <input type="checkbox"/> No

Additional Comments: