

Technology Integration
Teacher Post-Observation Questions

Teacher: Lisa Whitmire	
Subject: Geometry Period: 4	No. of Students: 23
Observer: N/A	Date of Observation: N/A
Length of Class: The students used five (1 ½ hour) blocks plus many groups worked outside of class. Many did their research outside of class also.	No. of Computers Used in Lesson: 16

Brief Lesson Description: The students will divide into teams of four to develop a city park. They will each be assigned a role for the project plus each member will have to research one aspect of the park design. They will be given one square mile of land and must make a blueprint of this park. This means finding how much land is in a square mile. Then they must decide the best scale to use to represent the park so that all parts could be visible. The members will log minutes for all the research they have done and present the park design to the city council (myself and the remaining students). The presentation must use power point and provide a written report.	Curriculum Standard Applied: Please see " City Park Lesson Plan " for descriptions of each standard. 2.1, 2.2, 2.3, 3.2, 3.3, 5.1, 5.2, 5.5, 5.6, 5.10, 5.11
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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? I feel that this lesson increased the understanding of geometry and how it is used in real-world situations. This allowed me to check all concepts quickly to determine if they understood.

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? I feel that the overall impact was positive for student achievement. The students had to rely on each other for information, and many had not done that before. This had a negative impact on a few since they did not work together on the project.

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 was expecting the students to use the Internet to research their topics first. This did happen the first day the students worked on the project. I feel the students liked the idea of exploring aspects of the park and how it should be put together. The students had to use Microsoft Word and PowerPoint also to finish the project. The other days the students worked in class, I observed the students putting the presentation together on PowerPoint and finishing the reports with Microsoft Word.

Identify how this technology lesson has impacted your ability to teach this curriculum standard. Has the experience been positive or negative? Why? I feel that I was able to personally help each group when it came time to develop the blueprint. I found that most groups worked on the blueprints outside of class, so I did not see the finished product until the presentations were given. Overall, I would say the project experience was positive.

Did your professional development training prepare you to implement this technology lesson? If so, how? If not, why not? Yes, the training provided me with the ability to search for web quests and to implement them in the classroom.

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 type="checkbox"/> e-mail |
| <input checked="" type="checkbox"/> PowerPoint | <input checked="" type="checkbox"/> gradebook |
| <input type="checkbox"/> video/audio | <input 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 – The students did take responsibility for working with the technology but not all groups met the expectations that I had. <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 – I saw the students use different strategies to determine each person's role. <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 – Most students were enthusiastic about the project and remained that way throughout. Most students took pride with what they had done but a few were a little lazy from my expectations. <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 – Each group did some of the work collaboratively. I found a couple of groups that did not know what the other had done on their part of the project. <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 – I feel the city park is very applicable to the workplace. That even if they do not become city park engineers in the future, it has taught them to work with

	<p>others and that they must work together to achieve the final output.</p> <p><u> </u> No</p>
<p>Were the technology tasks challenging to the students? Did they need to stretch their thinking skills to be successful?</p>	<p><u> x </u> Yes – The students had to successfully work with the Internet and PowerPoint in order to make an impressive presentation. They had to decide what were the best ideas to put in the PowerPoint and how it would impact the overall presentation.</p> <p><u> </u> No</p>
<p>Were there additional skills which were required to accomplish this technology lesson?</p>	<p><u> x </u> Yes – The students had to explore many math concepts. They were given one square mile of land and had to make a blueprint of this park. This meant finding how much land was in a square mile. Then deciding the best scale to use to represent the park so that all parts could be visible.</p> <p><u> </u> No</p>

Additional Comments: This was a very in-depth project. My expectations were a lot higher than what I received. I think this might have had something to do with the fact that the students did not have anything to see. So it was more difficult for them to perceive what I wanted. In the future, I will have the students make a smaller park design. I will also give more information for the grading rubric. Many students did not pay close attention to how I was going to grade the project which made many of the students grade lower than they expected. Overall, I think this was a great opportunity for the students to see how they will be expected to work with others in the future plus it allowed them to use their math skills.