

Technology Workshop Implementation Results

Workshop 1

Participant Name	Did the Participant Create a Lesson?	Did the Participant Implement the Lesson? If so, date?
B.H.	Yes :Choice Board	Yes- 3/12/2014
G.A.	Yes: Choice Board	No
M.G.	Yes: RAFT & Choice Board	Yes- 3/20/2014
S.S.	Yes: Choice Board	Yes- 3/12/2014

Workshop 2

Participant Name	Did the Participant Create a Lesson?	Did the Participant Implement the Lesson? If so, date?
A.D.	Yes- Tiered Lesson	Yes- 3/26/2014
K.P.	Yes- Choice Board	Yes- 3/24/2014
L.L.	Yes-Choice Board	Yes- 3/24/2014
M.A.	Yes- RAFT	Yes- 4/10/2014
M.R.	Yes-RAFT/ Tiered Lesson	Yes- 4/15/2014

Technology Workshop Narrative

Honestly, I was quite nervous about putting on a professional learning session with my colleagues. Since I am a relatively new teacher, I feel many of them have much better ideas and techniques than I do. However, I did two one-hour sessions during a professional learning day we had at our school. In both of my sessions, I had both teachers and paraprofessionals. They were excited about seeing the content and creating their own lessons. No one seemed more or uninterested. Even the paraprofessionals were eager to create a lesson to use with students.

According to the table, each participant created a differentiated lesson of their choice. Many of them created more than one lesson. All of the lessons I presented to them were lessons I had created on my own time. I have also used each of these strategies in my classroom with all types of students. I find giving the students choices makes them more eager to learn. I was extremely excited when I saw how diligently the participants were working on their lessons.

I created a coaching survey which was distributed to each participant at the end of the session. The results of those seemed to be overwhelmingly positive. The biggest things the participants wanted was more time to create these lessons. I went around to each teacher and offered any help I could after the session. As the data from the table shows, all but one teacher has implemented the lesson they created. Additionally, many of the teachers stated they have actually implemented more than one lessons. Several of the teachers have begun to do choice boards on a weekly basis as a center.

I myself, use choice board in my classroom for each unit I teach. I have adapted the choice boards to fit my special education students as well. All students I have used choice boards with love them. They like to have choices. Even the academic coach has caught onto the "craze" and enjoys seeing these strategies at work. In addition to the choice board, one of my favorites is tiered lessons. When I taught reading, as you could see in the example on the website, I could adapt any story to fit all of my ability students. The students never knew what the colors meant. They enjoyed working together to get a different product.

My colleague, who teaches social studies, loves the RAFT which is on the website. One of the standards for social studies is for students to become familiar with the people listed on the RAFT. She uses this to test students on their knowledge. In addition, this is used to gain writing samples for the third grade writing test.

As you can see, all of these techniques are simple to create. They are fun for both teachers and students. They can be adapted to any content. I hope you enjoyed the presentation as much as I enjoyed presenting it. In the future, I plan on continuing to use each of these techniques in my classroom. I feel I have success with these differentiation methods.