

THE TEACHH PARTNERSHIP: EDUCATORS ENHANCING TODAY FOR TOMORROW

The link between the educational process within a school system and a quality work force for the future is a critical one. During this communication and information revolution, teachers play a vital role in preparing students to respond to rapid technological changes both in the classroom and in the workplace.

School districts that will succeed in preparing students for the future work force are investing in educating their teachers today. Through the development of the TEACHH Partnership, the Owen J. Roberts School District and Penn State Great Valley address the need to blend the art of teaching with the science of technology.

Michelle Lemke

PARTNERING FOR TEACHER DEVELOPMENT AND STUDENT GROWTH

Through the TEACHH Partnership, teachers have access to four graduate courses that integrate study in contemporary teaching practices, instructional methods, and the use of technology.

Teachers satisfactorily completing the four courses delivered onsite at the Owen J. Roberts School District will be able to:

- apply constructivist teaching and learning practices in the classroom;
- function as action researchers in the implementation, assessment, and revision of curriculum, learning and teaching; and
- integrate and use technology for effective learning and teaching.

THE FOUR PARTNERSHIP COURSES

INSYS 446 Computers as Learning Tools: A Constructivist Approach to Teaching Practices

This course, which should be completed first in the series, is designed to provide a comprehensive overview of constructivism and its applications for the design and delivery of classroom instruction. The course focuses on the use of learning theories that incorporate the appropriate use of technology to improve learning and teaching in a K-12 school environment.

CI 497 Problem-Based Learning

This course is designed to provide teachers with knowledge and experience in developing and applying problem-based learning to the classroom. Course work includes the integration of technology into a problem-based classroom learning environment.

Problem-based learning theory, design, and application are an integral part of the course. Selection, evaluation and application of appropriate technology to facilitate problem-based learning are included in the course content.

INSYS 497 Technology-Based Lesson Planning and Student Evaluation

This course focuses on preparing teachers to use technology to plan effective lessons. Course content emphasizes the creation of current, highly motivating, and mentally engaging lessons. Course work is designed to help teachers acquire:

- knowledge about the full range of technology resources available, including the Internet;
- the ability to write lesson plans for particular content areas that integrate technology as a tool to enhance learning;
- and the ability to correlate lesson plans to state and national standards.

The course examines ways that technology can be used to enhance lessons that have traditionally not had a positive impact. Course work also addresses the impact of technology as a learning tool for a variety of special populations and styles of learning.

CI 501 Teaching as Inquiry: Teacher as Researcher

This course, required as the last in the series of four, is designed to increase the expertise of teachers in developing systematic inquiries into effective learning and teaching. Course work focuses on the application of principles of inquiry-based models of instruction and assessment that will enable teachers to function as action researchers. One primary aspect that is explored through course work is the evaluation of the impact of technology on student performance. These assessment tools include:

- developing assessments formulated from standards-based curriculum;
- conducting subject-matter analysis and cognitive task analysis;
- using the components of Bloom's taxonomy featuring learning processes for design models;
- devising performance assessment types and rubrics;
- and assessing the uses of individual learner characteristics as a basis for alternative assessment formats.

CONVENIENT COURSE SCHEDULE

Courses are offered at an Owen J. Roberts school during convenient times "I've found these for teachers.

Teachers may enroll in a course during any semester for professional development or for credit toward a master's degree at Penn State Great Valley. INSYS

Stephen De Rafelo

446 is the first course to be taken, and CI 501 must be taken as the last course. Teachers completing the four courses and earning a 3.0 grade point average will receive a TEACHH Certificate from Penn State Great Valley.

COST/REIMBURSEMENT

Costs of courses taken through the Partnership, including tuition, books, and fees, will be paid by the Owen J. Roberts School District for their teachers.