

HPS TECH TIMES



Volume 3: Issue 4

December 2002

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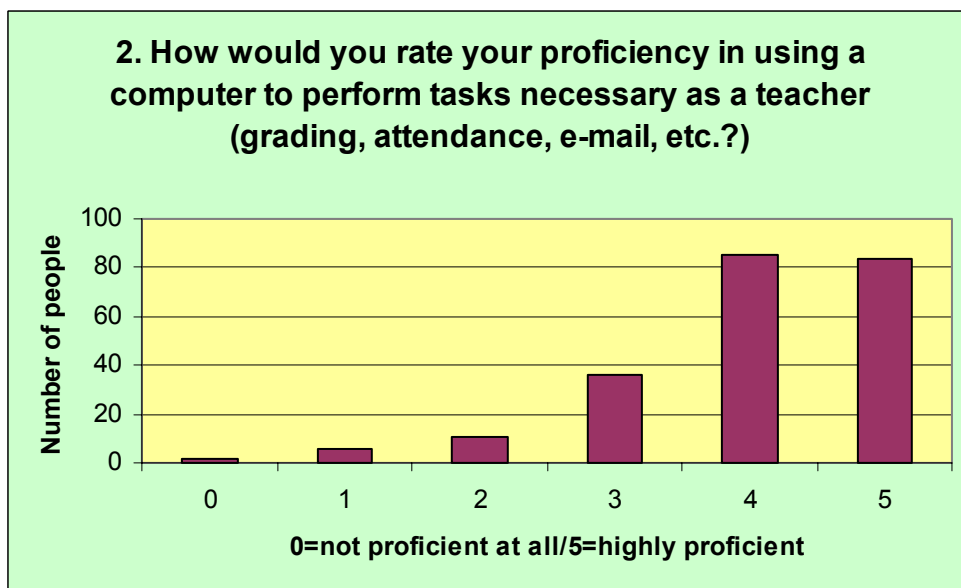
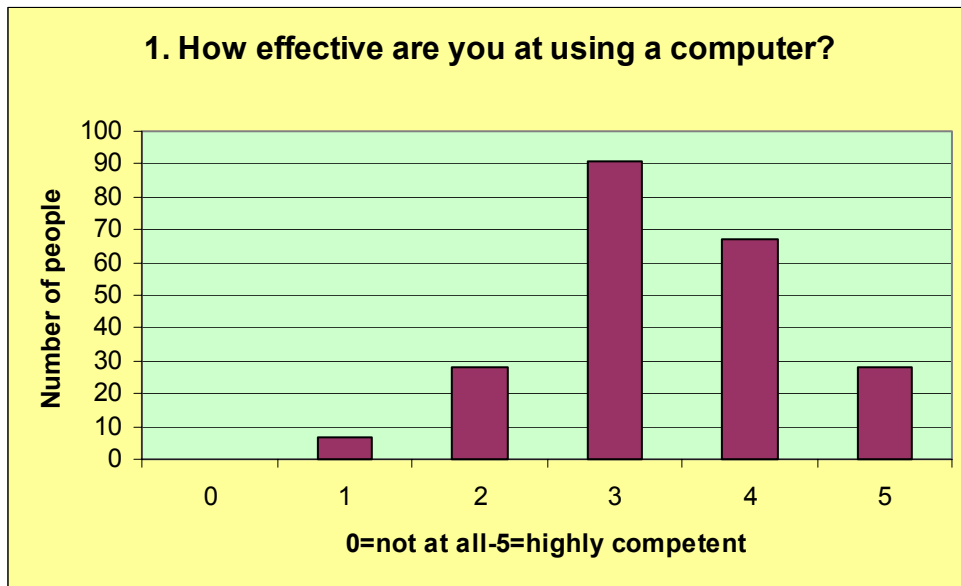
Happy Holidays!

Results of Teacher Technology Survey

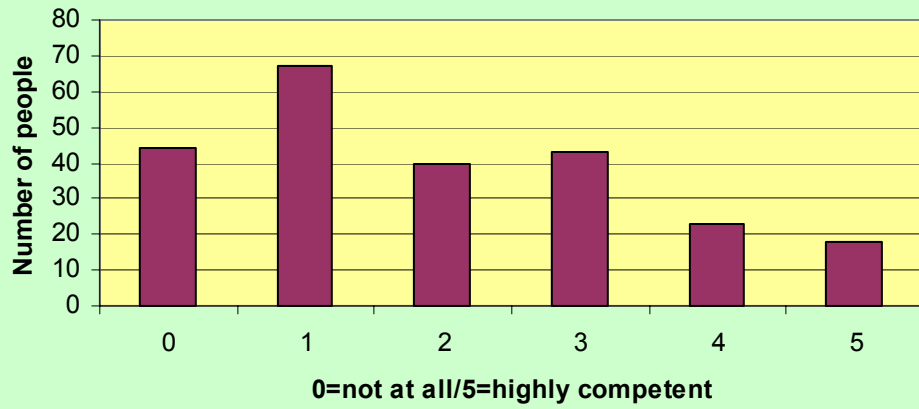
By: Carole Colburn

Earlier this month, I sent out a technology survey to all district teachers asking seven questions with regard to proficiency in using various types of technology. Below, you will find the results of this survey in chart form. The question asked is at the top of each chart. A total of 237 teachers responded (over 50% of all teachers) and I think this is a great representation. I will use this information to plan for future training opportunities. It is nice to see that so many of you have taken some training and are willing to attend more training when offered.

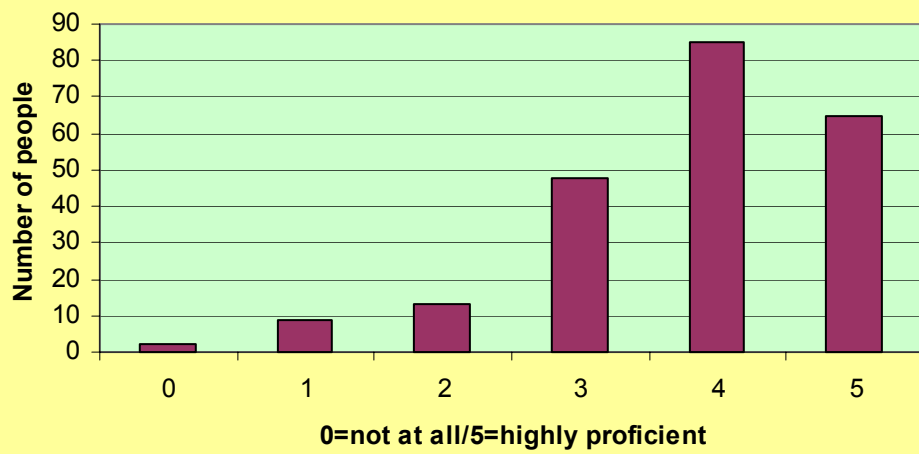
The two charts below the survey represent the number of people who have taken some type of technology training from September 2001 through December 5, 2002 and the number of times there have been training opportunities in each building for the same time period.



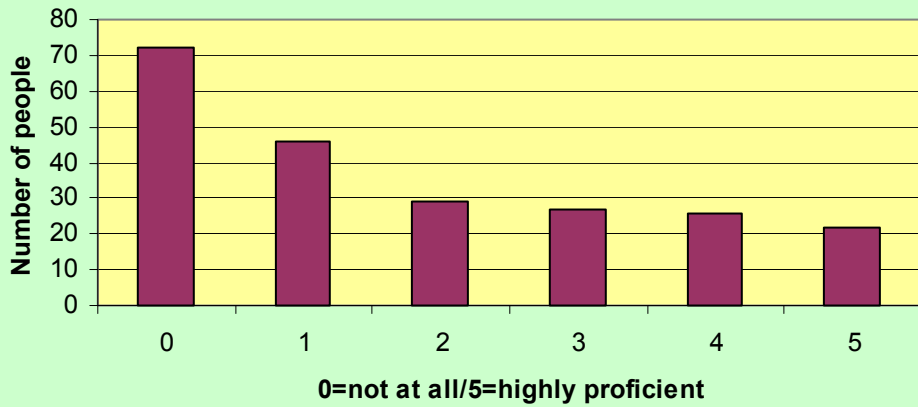
3. Do you design lessons for your students that involve technology?



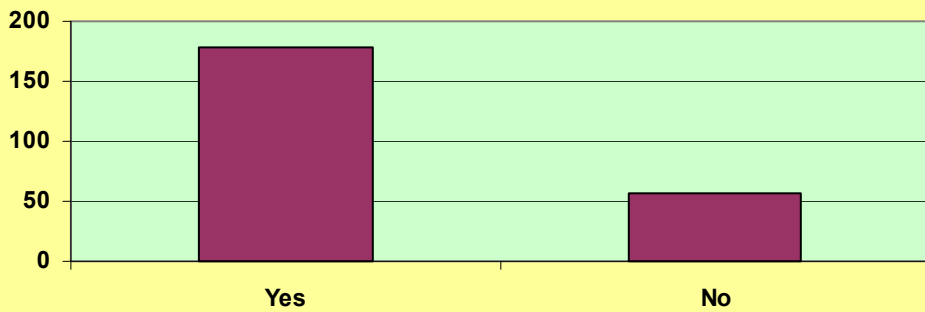
4. Are you proficient in using the Internet?



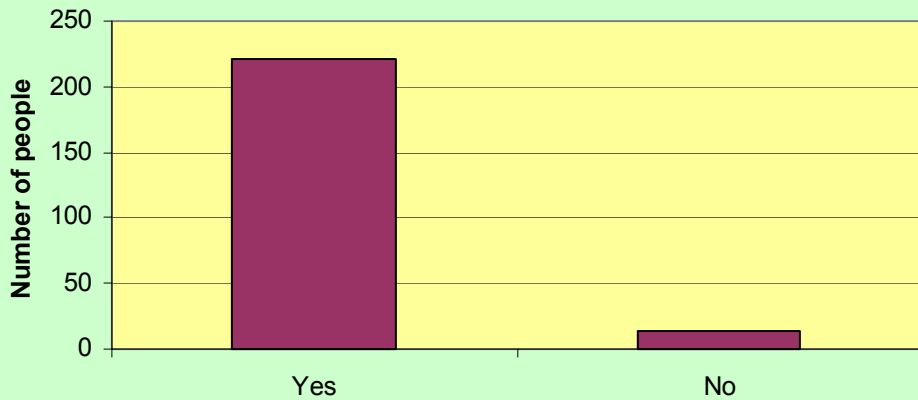
5. Are you proficient in using Power Point in your lessons?



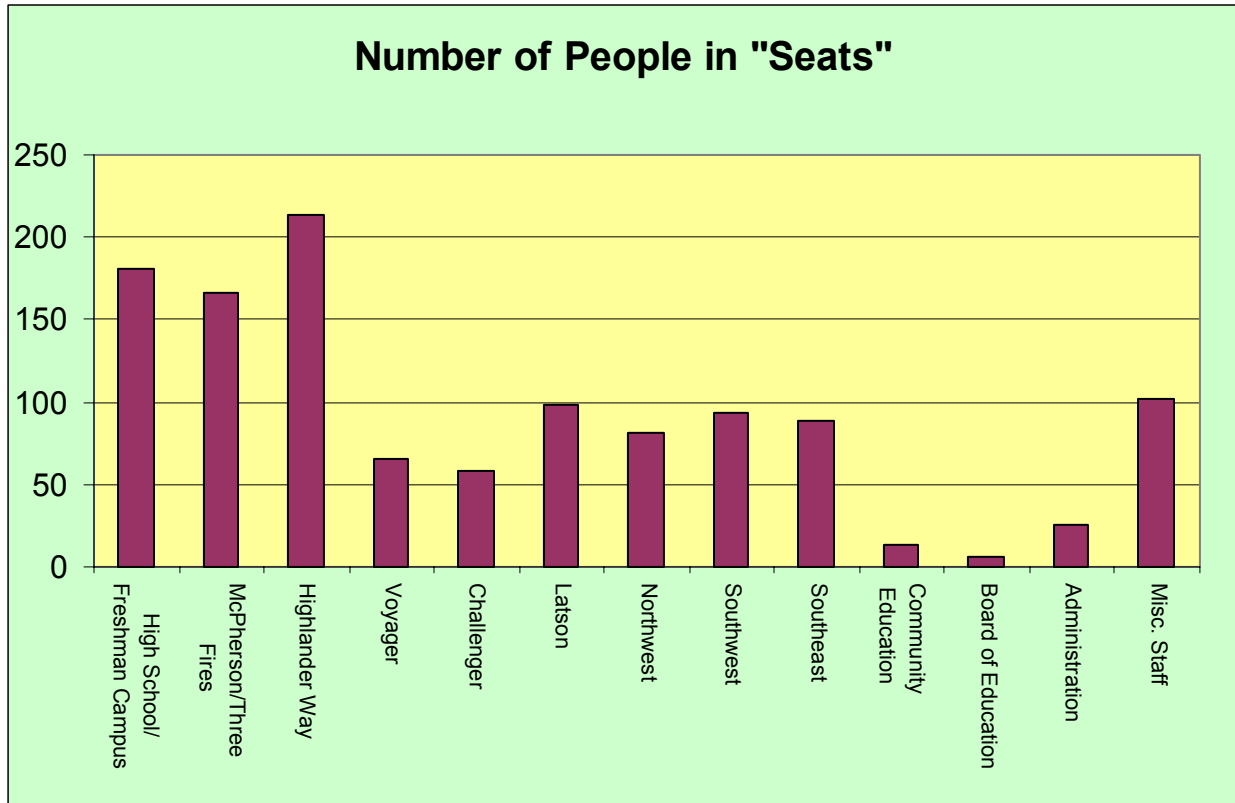
6. Have you participated in any district sponsored training?



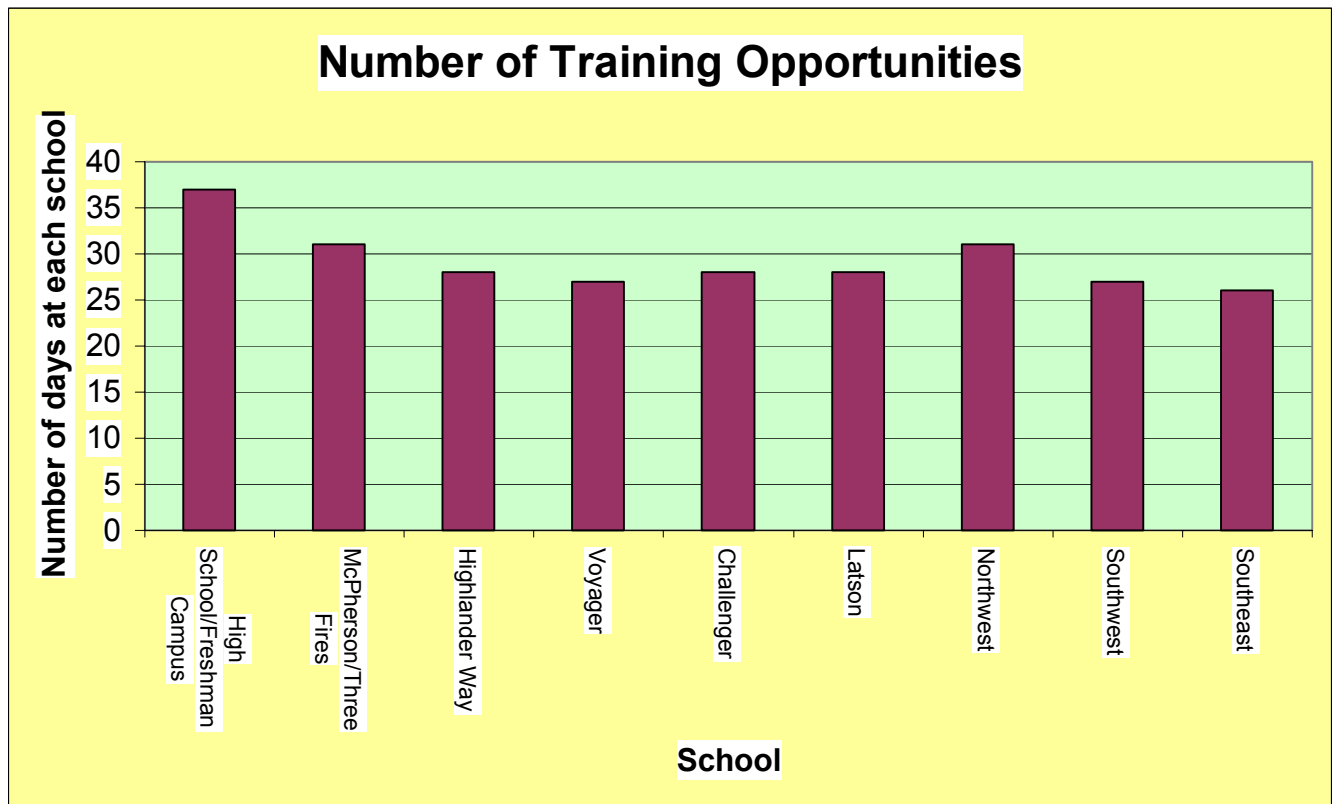
7. Would you take more training if it was offered?



Additional Training Information



This chart represents the number of people who have attended a scheduled "training session" from September 2001 through December 5, 2002. This **does not** include the number of people who have had one-on-one help or follow-up help sessions for T4.



This chart represents the number of training opportunities at each building from last year from September 2001 through December 5th, 2002. This includes sessions on the following topics:

- Integrate Pro (Electronic Grade book, Grade Reporting)
- Class XP (Attendance)
- ABACUS (Curriculum Management)
- Outlook (E-Mail, Calendar, Tasks)
- Internet
- Digital Camera Use
- Photo Editing
- Laptop Use
- Scanner Use
- Word (Labels, Tables, Templates, Tabs)
- Power Point (Slide Show, Jeopardy Board)
- Excel (Formulas, Spreadsheets, Charts)
- Publisher (Newsletters, Brochures)
- Inspiration (Concept Mapping)

In addition, 80 teachers have been through T4: Tomorrow's Technology/Today's Teachers (a four-day long technology integration workshop developed specifically for HPS teachers.)

Another 15 teachers have trained in Teach For Tomorrow (Michigan Merit)

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FYI: We have a new person in the technology department. His name is Chris Janzer and he is our new Data Systems Analyst and Support person. (Read that: SASI data and support person.) Chris comes to us from Western Michigan University with a Bachelor's Degree in Business Administration with a major in Computer Information Systems. More on Chris in next month's Tech Times, but for now, you can reach him to say hello and "welcome" or for questions by sending him an e-mail at janzerc@howellschools.com

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Lesson Plan of the Month

The following lesson plan comes from: **MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan** <http://www.bestpractices.cc/>

Submitted By:

Name: Kelly Knight, Julie Lint, Steve Schnack, Christel Schaar, Dennis Schaar, Bruce Graves, Chris Villeneuve, Mark Olmstead, Todd Neibauer

School District: Kingsley Area Schools

School: Kingsley High School

Address: 403 Blair Street, Kingsley, Michigan 49649

Interstellar Travel Magazine 1

Title: *Interstellar Travel Magazine*

Subject(s): English, Social Studies, General Science, Algebra I, Pre-Algebra, Proficiency Math, Geometry, Careers, and Computer Literacy

Intended Grade Level(s): 9th Grade

Description:

The project was an integrated academic assignment involving the four core classes of the freshman curriculum, including computer literacy and career classes. After choosing a planet other than Earth, each student designed and produced a 24-page travel magazine persuading the public to visit their planet. The magazine included individual assignments from each of their academic classes. The academic assignments met the curriculum benchmarks from the Michigan Curriculum Framework. The students were required to do research about their planet. They compared and contrasted their planet to Earth, developed a governmental system, graphed population growth, made a

distance chart, wrote a prospective job-base article, and created an historical event reflecting an actual historical event from the United States. To meet the page requirement, students chose from a bank of assignments adding to the mandatory material. Class time was set-aside in each class to work on the magazine, but the majority of the assignment completed outside of the classroom. A folder and a computer disk were supplied at the beginning of the project for the storage of students' research material. On the due date, the front and back magazine covers were laminated and the entire magazine was bound before being submitted.

Curriculum Benchmarks:

[MI.SOC.I.3.HS.2](#)

Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.

[MI.MAT.III.1.HS.4](#)

Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.

Materials/Hardware/Software:

Folders

Magazines

Calculators

Graph Paper

Computer Disk

Internet Access

Word Processing Software Package

Puzzle Maker Software Package

Spreadsheet Software Package

Print Shop (or similar) software package

Activities/Procedures:

On the first day of the project, each teacher reviewed the project sheet and discussed the expectations of their component to the overall magazine. The English teacher supplied a folder and computer disk along with the project sheet requirements. The grading procedure was explained and students were advised they would be issued an individual grade as well as an overall grade for each of the core academic classes. The students were also urged to integrate the assignments for their classes as much as possible. The actual research on the planets was conducted in the general science class. A small percentage of class time in each core class was set aside to work on the magazine on a daily basis. The teachers stressed that the majority of this project needed to be completed outside of class.

Assessment/Evaluation:

Students were given credit in each of their classes for the individual assignments. When the final product was submitted, all the teachers met and evaluated all the magazines. Each student was given an overall grade in each of his or her classes for the final project. The point value for the overall project was different in each individual class. The reasoning behind this was to give each teacher, flexibility in determining the weight of the project.

Follow-up Activities:

The magazines were displayed for the public during the spring parent-teacher conferences. A reflective essay was assigned in the English class focusing on what the students learned, problems they encountered, what connections did they see between their classes, and what would they do differently next time.

****If you have a technology-rich lesson that you would like to share with others, please send it to colburnc@howellschools.com no later than the last Monday of the month.*

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Carole's Training Corner

Happy Holidays everyone! The time is going so fast that it is hard to believe we are already at the end of 2002! It seems like just yesterday we were all talking about the Y2K bug. Hmmm...that will be in a trivia game in about 30 years, now won't it?

During November and December, I have been making the rounds to each elementary building, trying to catch folks who do not yet have an ABACUS account and offering training in this program. ABACUS is the curriculum management piece to the SASI program that contains district lesson plans that are tied to state standards and benchmarks. I am also working with both teachers and support staff at each building offering classes in Word. These classes are specific to certain features in Word like "Creating Tables and Templates," or "Using Tabs and Mail Merge" in this program. If you are interested in me coming to your building for such training (in word or any application) please do not hesitate to send me an e-mail message and I will set something up that is convenient for you and others who would attend such a training.

Continue to check out my website for training updates: <http://www.howellschools.com/~training>

Remember to keep smiling ~Carole ☺

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Tips & Tricks

The following Tips & Tricks come from: www.wordtipsgold@vitalnews.com/ You can have these tips e-mailed to you directly each day by signing up at the above mentioned site.

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COMPARING DOCUMENT VERSIONS

Word includes a tool that allows you to compare two documents to each other. The document in memory is marked with revision marks to indicate the changes from the document on disk. The way you compare documents depends on the version of Word you are using. Follow these steps for Word 2000:

1. Load the newer version of the document into Word.
2. Choose Track Changes from the Tools menu. Word displays a submenu.
3. Choose the Compare Documents option. You are prompted for a filename to use for the comparison.
4. Select the file to which you want to compare the document.
5. Click on OK.

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INSERTING TODAY'S DATE

Many types of documents require the date. You may be working with a memo, a letter, a report, or some other document in which you must put the date. Word makes this easy by using the Date and Time option from the Insert menu. To insert the date, follow these steps:

1. Position the insertion point where you want the date to appear.
2. Choose Date and Time from the Insert menu. You will see the Date and Time dialog box.
3. Select a format for the date.
4. Click on OK.

If you choose the "Update Automatically" check box at the bottom of the dialog box, the date is inserted as a field and it will always be updated to reflect the current date as you work on the document on future days. This can be very helpful if you are working with a letter template that you want to always be "in sync" with the day you write the letter.

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SELECTING A GRAPHIC THAT IS BEHIND TEXT

When you add graphics to your document, Word allows you to arrange the graphics so they are behind the text. In other words, the text appears in front of the graphic. If you later need to make changes to the graphic in some way, you may not know exactly how to select it when it is obscured by the text in your document.

If the graphic is not fully covered by text--perhaps there is a small corner of the graphic sticking out from behind the text--then you can select the graphic by simply clicking on the portion that is not covered by text. However, the easiest way to select a graphic--even if it is behind text--is to follow these steps:

1. Make sure the Drawing toolbar is visible. (Click on the Drawing button on the Standard toolbar, or choose View/Toolbars/Drawing.)
2. Click on the Select Objects tool on the Drawing toolbar. This tool looks like a mouse pointer that points up and to the left.
It is normally the second tool from the left on the Drawing toolbar.
3. Click on the graphic you want to select, without regard to any text that may be covering it.

When you are done working with your graphics, make sure you click on the Select Objects tools again (to turn it off), or press Escape. You must turn off the Select Objects tool; otherwise you won't be able to edit any of the text in your document.

GETTING RID OF SPREADSHEET PANES IN EXCEL

If you have previously divided your spreadsheet window into panes, you may at some point want to get rid of the panes. The easiest way to get rid of the panes is to simply double-click on the divider bar you want to remove. You can also get rid of panes by choosing the Remove Split option from the Window menu.

CHANGING FONT COLOR IN EXCEL

Normally, Excel displays information using black type. This is acceptable if you are printing to a regular printer, but many people these days have color printers. Additionally, you may want to simply use different colors for displaying information on the screen. You can change the font color used by Excel in the following manner:

1. Choose the cells whose font color you wish to change.
2. Choose Cells from the Format menu. Excel displays the Format Cells dialog box.
3. Make sure the Font tab is selected.
4. Using the Color drop-down list, select the color you want used for the information in the cells you selected in step 1.
5. Click on OK.

There is another way to change font color, and you might find it a bit faster. You can change font color using the toolbars in this manner.

1. Choose the cells whose font color you wish to change.
2. Click on the down-arrow at the right side of the Font Color tool on the toolbar. This displays a color palette.
3. Click on the color you wish to use.

At this point the color of the information in the selected cell is changed. You may also have noticed that the color bar at the bottom of the Font Color tool changed, as well. This means that in the future, all you need to do is select cells and click on the tool to change their font to the same color.

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Great “Holiday Projects” Links For You to Try...

<http://www.craftfreebies.com/Christmas.html>

<http://crafterscommunity.com/>

<http://www.make-stuff.com/holidays/christmas.html>

http://rats2u.com/christmas/christmas_crafts.htm

<http://www.essortment.com/in/Crafts.Holiday/>

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For suggestions or questions regarding TECH TIMES, contact: colburnc@howellschools.com

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