

INSERVICE PRESENTATION GUIDE

The purpose of the inservice presentation will be to share the information you have gained from the WebQuest with other teachers in your school, grade level or class. You will use the information from your *Resources Guide* and the *Classroom Connections Guide* to guide the content of your presentation.

BEFORE

1. What are the needs of the participants?

In order for your inservice presentation to be successful, it must meet the needs of the participants. Before planning the inservice, informally survey the teachers and/or administrators of your school, grade level or class to determine their concerns and perceived needs regarding literacy and technology. The content of your inservice must be relevant to the needs of teachers or it will not be useful.

2. What will be the content of the inservice?

After determining the needs of the teachers and administrators and analyzing the *Resources Guide* and *Classroom Connections Guide* filled out earlier, you are ready to determine the content for your inservice.

Questions to think about:

- What were the best resources you found on the Internet that would help you and/or other teachers on your grade level team or at your school to integrate technology and literacy learning in their classrooms?
- How did you go about accessing these resources on the Internet?
- How did you go about differentiating between good resources and bad resources?
- Have you thoroughly covered all the different resources available such as Miss Rumphius Award winners, listservs, collaborative projects, and other teacher resources, etc.?
- What ideas will you share with the participants about integrating technology in their classrooms?
- What are some easy ways to get started?

3. What are the specific inservice goals?

Specific goals should be identified that meet the participants' needs. These goals are important in planning a successful inservice. Think about the overall goal or outcome you wish to achieve during the inservice. Make sure the goal is attainable in the amount of time you have. After deciding on a goal, develop specific objectives that will help the participants achieve the overall goal.

Example: GOAL: Participants will identify several resources on the Internet that can help them use technology in their classrooms. OBJECTIVE: Participants will be able to differentiate between a listserv and collaborative project.

Having a goal and specific objectives will provide a basis for your inservice schedule and enable you and the participants to evaluate the inservice at the end.

Goal: _____

Objective: _____

Objective: _____

Objective: _____

4. What logistical tasks are necessary?

- Attention must be given to securing any audio-visual equipment for the inservice especially if you are going to access the Internet during the presentation.
- Prepare handouts for the inservice, especially the agenda of the inservice.
- You must think about the seating arrangement for the inservice. This will be dependent on the types of activities that will occur during the inservice.
- Make sure to reserve the location and equipment. (i.e. computer lab, classroom, computers)

DURING

1. In what ways will you present your information during the inservice?

- How are you going to get participants' actively involved in learning?
- What kinds of activities will allow the participants' to interact with materials and each other?
- How will you balance between group participation and presentation of the information?
- How will you demonstrate ideas, strategies, and materials during the inservice? Will you use a computer and access the Internet?
- How will activities effect the seating arrangement for the inservice?

2. How much time will be given to sharing and questioning by the participants?

Typically, people learn better by sharing their ideas, thoughts, or opinions with others. There should be ample time for the participants to share what they have learned during both the presentation of information and activities. Also, there should be an allotted time where the participants can ask any questions they might have about what has been presented. Don't forget—you are trying to address the needs of the participants!

3. How will handouts and materials be used in your inservice program?

Make sure to go over the inservice schedule with the participants. This schedule should highlight the goal and objectives for the inservice. When handing out any other materials, explain the information to make sure all participants understand. When using a computer or power point presentation during an inservice, make sure everyone can see the information and what you are doing.

AFTER

1. How will you evaluate the success of the inservice?

Short-term: An evaluation of the inservice should be filled out by all the participants. This evaluation should be handed out at the end of the inservice to allow for Immediate feedback. Also, you as the presenter should fill out a self evaluation of how well you conducted this inservice. You may use these evaluations for your participants and yourself.

Long-term: Follow-up activities are a good idea to reinforce what you have presented. These follow-up activities may be in many forms such as: making yourself available by phone, e-mail, or in person, a list –serv for participants where they can share ideas or problems, or follow-up activities in which teachers can share what they are doing in their classrooms and further extend their knowledge of literacy and technology.

DOs and DON'Ts of Conducting an Effective Inservice

1. DO involve participants as much as possible during the inservice program. Participants are more satisfied when they can participate in their own learning.	2. DON'T try to accomplish too much during your inservice. Trying to cover too much will lead to more confusion and less learning by participants.
3. DO use demonstrations and peer teaching to encourage participants to try new activities and materials in their classrooms.	4. DON'T forget to consult any computer specialists in your school. They might have content, materials, or activities that would support your goal in the inservice
5. DO include administrators as participants. They have the means of assisting you in your implementation of new materials or strategies.	6. DON'T rush through planning and organizing the inservice. If you don't take your time, the benefits for the participants will decrease.