Portland State University Graduate School of Education

"Meeting Our Communities' Lifelong Educational Needs"

# Classroom Instruction & Technology CI 513 -213 CRN 15269 Fall 2012

Tuesdays 4:30-8:30; 4:30-6:15 Sat 10/13; 11/3; 12/1 9-4 ED 308

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My Wiki: http://[www.gtpdx.wikispaces.com](http://www.gtpdx.wikispaces.com) Cohort Wiki:

Office Hours: GSE 608A Tues 3:15-4:15 and Thurs 12:00-2:00 by appointment

Prerequisite: Admission to the Graduate Teacher Education Program-Yank PT 2012 Cohort

The GTEP Secretary, Mark Wallace, can be reached at mwal@pdx.edu. My mailing address is PO Box 751, Graduate School of Education 608A, Portland, OR 97207. Please call or email me directly to schedule an appointment.

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructors. Students with conditions affecting their abilities will be referred to the Disability Resource Center (503 725-4150, TTY or Relay 503 725-4178) to document their disability. That office will provide appropriate support and services as needed. I will work with you to arrange the supports you may need in this class

Course Description: (Draft GTEP Revision)

Teacher candidates use digital tools to enhance their productivity and professional development and for planning, instruction, and assessment of student learning. They also use technology to foster information literacy and digital citizenship and to support diverse learners. Teachers also use digital tools to engage their students in inquiry and problem solving, communication and collaboration; creation, visual design, and production of media.

GSE CONCEPTUAL FRAMEWORK



COURSE ESSENTIAL QUESTIONS

* How do teachers use technology to enhance professional development and productivity?
* How do teachers use technology to address the diverse needs of students within the classroom and develop their students’ 21st century skills?
* How do teachers design units of instruction that address the needs of students within the classroom?

COURSE OUTCOMES, STANDARDS, ACTIVITIES, ASSESSMENTS

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| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome | TSPC INTASC | | National Education Technology Standards | ACTIVITIES | | ASSESSMENT |
| **Topic 1 Enhancing Teacher Productivity and Professional Development** | | | | | | |
| **Demonstrate competency in using software and Web 2.0 applications to adapt or create instructional materials and presentations for technology-enriched, differentiated learning environments. Use elements of visual design** | **TSPC 2b, TSPC 3c; INTASC 4 (g); INTASC 5 (l); 7 (k); 8 (n)** | | NETS-T 2.a Design and Develop Digital-Age Learning Experiences and Assessments a. design or adapt relevant learning  NETS-T-3c Model Digital-Age Work and Learning. c. | Evaluate multimedia presentations and consider elements of visual design  Explore digital communication tools for students, families or community | | Create multimedia presentation, e.g., ppt or prezi (RUBRIC) or lesson incorporating a SmartBoard  Develop a digital communication tool for students and families, e.g., teacher wiki, website |
| **Topic 2. Fostering Information Literacy** | | | |  | |  |
| **Facilitate student internet research using appropriate search strategies and evaluation criteria regarding content, organization, and navigability to support student development of information literacy.** | **TSPC 2b, TSPC 3c; INTASC 5 (c) INTASC 5 (k); INTASC 8 (g)** | | NETS-T 3d. Model Digital-Age Work and Learning | Apply search strategies and website evaluation criteria | | Choose a research topic for grade level/subject area of student teaching; Develop 4 step process to help students research the topic (plan, search, evaluate, and compare info) |
| **Topic 3: Promoting Inquiry, Problem Solving, and Investigation** | | | | | | |
| **Explore use of problem-solving tools to facilitate student critical thinking, decision-making, reflection and meta-cognition with technology** | **TSPC 2b; INTASC 5 (d); INTASC 5 (f)** | | NETS-T 1c. Facilitate and Inspire Student Learning and Creativity  NETS-S 4. Critical Thinking, Problem Solving, and Decision Making ternative solutions | Explore and evaluate technology application to support student , critical thinking, problem solving, decision-making, reflection and metacognition | | Investigate an online thinking tool e.g. Intel Visual Ranking ,Intel Seeing Reasons or Intel Showing Evidence  Investigate digital games  Create an activity using an online thinking tool, e.g., webquest |
| **TOPIC 4: Engaging Students in Communication and Collaboration** | | | | | | |
| **Plan use of digital educational networking tools to create a learning community in which students communicate and share responsibility for collaborative projects and present/publish their learning to audience beyond the classroom.** | **TSPC 2b INTASC 3 (h) INTASC 5 (3) INTASC 10 (g)** | | NETS-S2. Communication and Collaboration | Investigate digital tools that support collaborative writing, editing, communication. Examine major features, cost, technical support, privacy, ability to create student accounts and ease of use | | Select one digital tool & develop a sample to engage K-12 students in communication & collaboration, e.g, Google docs, wikis, podcast, vodcast, social learning network, e.g., Edmodo, Moodle, Ning |
|  |  | **Topic 5: Integrating Creation, Visual Design, & Media** | | |  |  |
| **Engage students with multimedia tools to illustrate and communicate original ideas and stories** | **TSPC 3b INTASC 7(k) INTASC 8 (n)** | | NETS-T 2a Design and Develop Digital-Age Learning Experiences and Assessments  NETS-S 1. Creativity and Innovation | Explore Inspiration Software or similar modeling tool (Prezi)  Explore visual design tools to aid in story telling or teaching, e.g., IMovie, Show Me, Voice Thread, Podcast, Vodcast | | Select one digital tool and create an example for a teaching unit. |
| **Topic 6: Incorporating Technology for Diverse Learners** | | | | | |  |
| **Explore appropriate applications of assistive instructional and productive technologies for students with exceptionalities and plan for implementation** | **TSPC 1a; TSPC 1b; INTASC 2 (a) 2(f)** | | NETS-T. 2c Design and Develop Digital Age Learning Experiences and Assessments NETS-T 4b. Promote and Model Digital Citizenship and Responsibility | Explore assistive instructional and productive technologies that assist students with reading and writing | | Revise a lesson to incorporate appropriate technology for students with special needs or ESL learners. Incorporate UDL principles |
| **Topic 7: Planning, Implementation, and Assessment** | | | | | |  |
| **Use technology to support instructional planning, implementation, and assessment** | **TSPC 3b; INTASC 7** | | NETS-T 2. Design and Develop Digital-Age Learning Experiences and Assessments d. provide students with multiple and varied formative and summative assessment aligned with content and technology standards and use resulting data to inform learning and teaching | Use digital tools to support academic content selection, lesson planning and assessment. Explore personal response systems (on ipads, clickers, or cell phones) and scoring rubrics | | Explore websites on lesson development and resources Create an assessment for a lesson (developed in methods class) that could use a personal response system or a scoring rubric |
| **Design authentic curriculum, instruction, and assessment which develop student learning** | **TSPC 3a 3b; INTASC 6 and 7** | | NETS-T2d Design and Develop Digital-Age Learning Experience and Assessments | Develop a unit of instruction with CFQs, goals, objectives (consistent with state standards), lesson plans, and assessments | | Develop concept map, 3 lesson plans and assessment (for a more extensive Unit Plan). Use Scoring rubric to evaluate |

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| --- | --- | --- | --- | --- |
| **Topic 8: Becoming Digital Citizens: Ethical, Legal, and Social Issues** | | | | |
| **Learning Outcome 8.1: Demonstrate and teach understanding of ethical/legal issues surrounding access and use of information.** | **INTASC 9(f)** | NETS-T 4. Promote and Model Digital Citizenship and Responsibility a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. promote and model digital etiquette and responsible social interactions related to the use of technology and information NETS-S 5 Digital Citizenship a. advocate and practice safe, legal, and responsible use of information and technology | Explore resources on copyright and fair use | Create a list of age-appropriate accepted practices for students including copyright, the public domain, fair use, creative commons, and how to cite sources. |
| **Learning Outcome 8.2: Develop a plan for safe and responsible use of information technology that is grade level appropriate and teaches netiquette and responsible social interaction** | **TSPC 1c; INTASC 3 (m) INTASC 9 (f)** | NETS-S 5 Digital Citizenship a. advocate and practice safe, legal, and responsible use of information and technology | Review websites on safe & responsible use including cyberbulling, sexting, cybersecurity. Review district or school technology acceptable use policies | Develop a plan for safe and responsible internet use that is age appropriate for secondary students and meets district or school acceptable use policies |

International Society for Technology in Education. (2008). ***National Educational Technology Standards for Teachers****.* Retrieved from http://www.iste.org/standardsExcerpts:

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to- face and virtual environments.

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

c. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

b. collaborate with students, parents, peers, and community members using digital tools and resources to support student success and innovation

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Teachers understand local and global society issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information

**Teaching Standards and Practices Commission (TSPC) Teaching Standards** addressed in this course:

(1a) Learner Development: The teacher…recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(1b) Learning Differences: The teaches uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards [InTASC Standard #2]

(2b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6]

(3b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(3c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

\***Interstate Teacher Assessment Support Consortium:**

<http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html>

**Course Materials**

Maloy, R., Verock-O’Laughlin, R., Edwards, S. & Woolf, B. (2011). Transforming learning with new technologies. Boston, MA: Pearson

Additional materials on my instructor wiki: <http://www.gtpdx.wikispaces.com> and cohort wiki:

# Evaluation:

**It is very important to establish habits of punctuality and stay on top of your multiple responsibilities. All work is due on the established due dates unless prior arrangement is made with the instructor.** Substantially late assignments will receive a deduction of 10% or more. Incompletes will be considered only if you have conferred with me about your special circumstances prior to exam week and if you meet the criteria for an incomplete. You are responsible for ensuring that all assignments are turned in by Dec. 4.

# Criteria for Assessment...Class Projects and Written Work

1. Clarity, conciseness, and completeness.

1. You address assignment/ activity guidelines and expectations.
2. Your main points are clear, well-organized, and well-supported with examples, descriptive details, explanations, and evidence from readings.

2. Insightful reflection about and critique of topic/situations.

3. Authenticity and conviction. Your own voice, experience, and expertise come through!

4. Effective and appropriate use of language conventions to communicate with

audience/reader.

5. Professional and ethical use of source material. You include in-text citations for

quoted material (when appropriate) and a complete list of references at the end of your project.

**Instructor Responsibilities:**

* Come prepared to each class with planned instructional activities which model best practices and engage students in a learning process that will facilitate their effectiveness as teachers
* Facilitate class activities, being prepared to challenge assumptions, listen and raise questions, and provoke critical thinking and discourse
* Accommodate/address specific needs and legitimate concerns
* Be available throughout the term to meet with students as needed
* Provide and facilitate feedback to students on their written work
* Keep students informed in a timely manner regarding modifications to assignments and criteria for assessment
* Return email or phone calls within two days

**Grading Scale:**

A 94-100 A- 90-93 B+ 88-89 B 84-87 B- 80-83 C+ 78-79 C 74-77 C-70-73

ASSIGNMENTS DUE THIS TERM

**Class Participation and Professionalism**  **15 pts**

My expectation is that you come to class on time each day prepared to participate fully, support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. In case of an emergency, please email or call Dr. Thieman prior to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement, and professional demeanor. Participation also includes completion of in-class technology activities. **Unexcused absences and excessive tardies will negatively affect your grade.**

### Reading and Technology Activities Weekly 45 pts

You will have weekly assigned readings and technology activities. (see the schedule of activities). For some of the assigned readings you will prepare and turn in a 4X6 card and participate in discussion. We will begin each technology activity in class. See the cohort wiki for specific directions for each activity and post the technology activities to the designated page on the cohort wiki

Technology Activities:

Week 2: *Inquiry, Problem Solving, and Investigation*

* Explore online Thinking Tools, e.g., Intel Visual Ranking, Seeing Reason, Showing Evidence

Week 3: *Digital Citizenship*

* Explore Copyright and Fair Use
* Create age-appropriate plan for Internet Safety

Week 3: *Fostering Information Literacy*

* Explore Search Strategies and Evaluate Websites

Week 4: *Teacher Productivity*

* Create a Digital Communication Tool for Students or Families, e.g., multimedia presentation (power point or prezi),

Weeks 3-7: *Planning Implementation. Assessment*

* Use Brainstorming and Modeling Software, e.g., Inspiration or Prezi
* Integrate instructional technology into a lesson plan
* Create digital assessment for a lesson plan

Weeks 7-10:  *Communication and Collaboration; Integrating Creation, Visual Design and Production of Media*

* Create two digital tools, selecting from the following*:*
* Wikis and websites
* Google docs, blogs, social learning network (Edmodo,Ning, Moodle)
* I Movie, Show Me, Voice Thread, Podcast, Vodcast

Week 9: *Technology for Diverse Learners*

* Integrate technology for students with special needs into lesson plan

**First Lesson Plan** **Due 10/30 4 pts**

Review the unit scoring guide. Submit the first of three lesson plans you plan to write for your Unit Plan. Use the lesson planning guide and lesson plan template to help you develop the lesson. Pay close attention to:

1. Create observable student objectives consistent with unit goals, national and state standards.
2. Choose instructional methods and student activities to develop meaningful learning and understanding.
3. Include specific procedures, teacher created materials, detailed activities, lesson assessment that clearly shows what the teacher and students are doing in the lesson

**Upload your lesson plan to the cohort wiki .**

**Second Lesson Plan**  **Due 11/3 4 pts**

Review the unit scoring guide. Submit a second lesson plan which incorporates technology to engage students. Use the lesson planning guide and lesson plan template to help you develop the lesson. Pay close attention to:

1. Create observable student objectives consistent with unit goals, national and state standards.
2. Choose instructional methods and student activities to develop meaningful learning and understanding that address the address the needs of diverse students. Select and describe instructional materials and equipment including technology that make a significant contribution to student learning.
3. Include specific procedures, teacher created materials, detailed activities, lesson assessment that clearly shows what the teacher and students are doing in the lesson

**Upload your lesson plan to the cohort wiki AND to TK20 CI 513**

**Third Lesson Plan** **Due 11/27 4 pts**

Review the unit scoring guide. Submit the first of two lesson plans you plan to write for your mini unit in CI 513. Use the lesson planning guide and lesson plan template to help you develop the lesson. Pay close attention to:

1. Create observable student objectives consistent with unit goals, national and state standards.
2. Choose instructional methods and student activities to develop meaningful learning and understanding that address the needs of linguistically, cognitively, and/or culturally diverse students.
3. Include specific procedures, teacher created materials, detailed activities, lesson assessment that clearly shows what the teacher and students are doing in the lesson

**Upload your lesson plan to the cohort wiki .**

### Small Group Multimedia Project Due 10/23 5 pts

### Create a multimedia project (e.g., Power Point, Prezi) as an instructional tool for the mini unit. The multimedia project should be informative and engaging to the audience (secondary students for whom you are designing the mini-unit.) Each student in the group will be required to create “four slides.” The four “slides” can be created by an individual student for a lesson plan. OR Students on the same mini unit team can work together to create a “group” presentation for the mini unit. In that case, include the creator’s name on each slide. Specific rubrics will be provided. Post to your team page on the cohort wiki:

**Lesson Demonstration** **Due 12/1 5 pts**

Work with your group to prepare and present a 30-minute demonstration of a sample lesson/teaching strategy from your mini unit. Make clear in an introductory oral statement the students for whom this lesson is designed, which state standards this demonstration relates to, and why these standards are significant. Follow the lesson planning template and include an assessment strategy. Each member of the group must actively teach part of the lesson. Bring all the materials you need to teach the lesson; consult with instructor for technology hardware, e.g., computers, LCD projectors, etc.

**Collaborative Unit of Instruction** **Due 12/4 20 pts**

Work in groups of 3 students to complete a collaborative, mini unit of instruction. This unit should focus on curriculum framing questions (essential, unit, content), develop student understanding, and address 21st century skills. Include the following components in the unit:

1. Create curriculum framing questions (essential, unit, content) that are tied to state and/or national standards
2. Develop a unit concept map that shows the relationships among the essential and unit questions, unit goals, curriculum standards, and assessment
3. Develop a minimum of 9 lessons (three from each member of the group) along with any supporting materials needed to teach the lesson. These are the SAME three lessons listed above and should be REVISED based on previous instructor feedback.
4. Create assessments that will provide evidence of students’ higher order thinking and understanding of the essential question. Include the directions and a sample of the assessment(s) and scoring criteria.

Note: Make sure you have incorporated all previous feedback and resubmit all required parts of the unit plan (Concept Map, Lessons, Teacher Created Support Materials for Lessons, Unit Project/Assessment).

Schedule of Topics and Assignments

|  |  |  |
| --- | --- | --- |
| Date | Topics | Assignments Due at Beginning of Class |
| 9/25 | * Review course syllabus * Discuss Personal Experience with Technology * Meaningful Learning Presentation/Discussion http://gtpdx.wikispaces.com |  |
| 10/2 L | Promoting Inquiry, Problem Solving, Investigation   * Review instructor, cohort wiki * Tech Demo: Visual Ranking <http://educate.intel.com/en/ThinkingTools/VisualRanking>   Designing Instruction: Using Backwards Planning   * Brainstorm unit topics & form teams * Backward Curriculum Design Presentation http://gtpdx.wikispaces.com * Tech Demo: Unit Plan Template & sample mini units <http://gtpdx.wikispaces.com> | * **Complete Technology Pre-Assessment on Survey Monkey** * Read Maloy ch. 1 and ch 2 (pp. 32-38) On 4X6 card:  1. What are three most significant issues faced by teachers who use technology in classroom 2. How can technology support student-centered teaching? 3. List examples of student centered learning in your subject area. |
| 10/9 S | Digital Citizens, Ethical Legal, Social Issues   * FAQs on Copyright and Fair Use Presentation gtpdx.wikispaces.com * Tech Demo: Exploring Copyright and Fair Use * Tech Activity: Safe & Responsible Internet Use | * **Explore Intel Seeing Reason or Showing Evidence** (assigned in class 10/2) Follow directions on cohort wiki, especially directions for naming the file and uploading to cohort wiki * Read Maloy pp. 132-134 & be prepared to discuss ways to prevent plagiarism |
| 10/13 Sat | **Fostering Information Literacy**   * Discussion: Information Literacy * Tech Demo: Evaluating Websites   **Designing Instruction: Using Curriculum**  **Framing Questions and Concept Mapping**   * Discuss Backwards Curriculum Design * Explore curriculum standards & CFQs for group Unit Plan * Teams refine topic for mini unit, develop enduring understanding, essential question, unit questions, 2-3 curriculum standards, lesson topics Submit work to cohort wiki and confer with Gayle * Tech Demo: Concept Map Presentation * Read Maloy p. 186 * Teams work on Concept Map for Unit Plan | * **Complete Tech Activity: Safe and Responsible Internet Use and post to cohort wiki** * Read Maloy pp. 114-132 On 4X 6 card explain:  1. What differences do you notice between search engines? 2. How do keywords change nature of search process? 3. To what extent did you find the 4 M’s of information problems? 4. How do educators deal with these information problems?  * Read Maloy pp. 64-67. * Google search: “Enduring Understanding Examples” * Review Curriculum Framing Questions on instructor wiki (power point, rubric tips for writing CFQs, writing CFQs) * On 4X6 card   1. Describe an enduring understanding for your subject area   2. How do essential questions, unit questions, content questions differ? |
| 10/16 L | **Teacher Productivity: Integrating Creation, Visual Design & Production of Media**   * Elements of Visual Design Presentation/ Discussion * Evaluate presentations using criteria of effective multimedia presentations * Tech Demo: Based on student needs provide online workshops on multimedia software (e.g. powerpoint/Prezi) * Teams work on multimedia presentation | * **Complete Tech Activity: Evaluating Websites related to grade level and subject area\* Post to cohort wiki** * Read Maloy pp. 39-41; 242-250 On 4 X 6 card:  1. define visual learning and visual literacy 2. describe multimodal learning 3. how to use multimedia in teaching your subject area  * **Create the “concept map” for the unit, using different colors, shapes, and icons to distinguish components Post to cohort wiki** |
| 10/23 L | **Designing Instruction: Lesson Planning**  Tech Demo: Lesson Planning guide; lesson template; sample lesson plans gtpdx.wikispaces.com  Distinguish between unit goals and lesson objectives   * Use digital tools to support academic content selection * Explore lesson plan websites—Maloy pp. 60-67 * Teams work on lesson plans | * **Develop multimedia presentation for students and/or families, \* Post to cohort wiki**. |
| 10/30 S | **Implementing Instruction**   * Use digital tools to enhance instruction * Share draft lesson plans with classmates * Share group multimedia projects | * Read Maloy pp. 84-102 On 4X6 card describe:  1. stage of technology integration exhibited by a teacher you have been observing 2. challenges of technology integration 3. ways to address digital divide & inequality  * **First Lesson Plan (Upload Lesson Plan and Materials to Cohort Wiki)** * Small Group Multimedia Project |
| 11/3 Saturday | **Designing Assessment**   * Discussion: Types and Purposes of Assessment * Explore ways to use digital tools for assessment * Review assessment resources on instructor wiki * Develop draft Unit Plan Assessment   **Digital Communication Tools**:   * Discussion: teacher communication tools * Explore wikis and websites * Explore blogs, Google Docs, Social Learning Networks, podcasts | * **Integrate instructional technology into a Second lesson plan. (Upload Lesson Plan and Materials to Cohort Wiki & TK20)** * Read Maloy, pp. 67-79; 315-322 On 4X6 card compare  1. Norm-referenced vs. criterion-referenced tests 2. Standards-based vs. Performance assessments 3. What types of tests are most common in your subject area? 4. What are key components of scoring rubrics? 5. Summarize advantages of student participation systems. 6. How can they be used in your subject area?  * Read Maloy pp. 208-217 & 228-231. On 4X6 card:  1. Which communication tools are most useful for K-12 education? 2. How are they used in your subject area? 3. Identify strategies for using email, IM 4. Identify strategies for using wikis |
| 11/6 L | **Digital Communication/Collaboration Tools**:   * Share unit assessment with classmates * Select and use digital communication tool | * **Draft Unit Plan Assessment and Scoring Rubric** * Read Maloy pp. 218-227& 232-235. On 4X6 card  1. How can blogs be used in your subject area? 2. Summarize components of a blog 3. Important criteria for evaluating websites & blogs 4. Identify strategies to promote reader response |
| 11/13 L | Integrating Creation, Visual Design and Production of Media   * Tech Demo: Creativity & Media Production Tools: I Movie, Show Me, Voice Thread, Podcast, Vodcast. * Select and use a digital media production tool | * Read Maloy, pp. 51-53; 251-265 On 4X6 card  1. Summarize strategies for engaging students in viewing video 2. How can student creation of digital still & video be used in your subject area? 3. Local podcasts or vodcasts in your subject area. 4. What are 3 essentials for podcasting? |
| 11/20 S | Technology for Diverse Learners   * Explore assistive instructional and productive technologies that assist students with reading and writing and other core subjects   6:45 PM | * Read Maloy pp. 276-292 On 4X6 card * Compare key elements of DI and UDL * Table 10-1—which tech tools and methods (low-high) are available at school where you are observing * Describe some assistive technologies useful for your subject area * STORYBOARD DUE |
| 11/27 L | Technology Expo | * **Create third lesson and incorporate appropriate technology for students with special needs. Incorporate UDL principles** * Technology Expo Demonstrate 2 Digital Tools which engage K-12 students in creating media to demonstrate learning and to communicate and collaborate \* |
| 12/1 Saturday | Mini Conference: Lesson Demonstrations by Unit Teams  Lab Time: Finalize Collaborative Unit | * **Lesson Demonstration** |
| 12/4 S | Present Mini Units  Course Evaluations | * **Collaborative Unit** (manilla folder) |

**Course Policies**

**Classroom Demeanor and Courtesy**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others.  Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Diversity**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Teacher candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. Teacher candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Attendance**

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor before the absence by email, text, or phone call. It is also the candidate’s responsibility to arrange for any missing work as a result of unexpected absences.  It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**Grading Scale**

A 93-100 points

A- 91-92 points

B+ 89-90 points

B 83-88 point

B- 80-82 points

[Less than 80 points is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded ‘C’ or below may not be used to satisfy Masters degree requirements.]

C 70-79 points

D 60-69 points

F <60 points

**Late Assignments**

All work is due at the start of class on the dates assigned. Please be diligent about turning work in on time. If you are having difficulties that prevent you from turning something in on time, **it is the candidate’s responsibility to contact the instructor about it prior to the due date.**

**Incompletes (per PSU Bulletin, 2012-2013, p.63-64):**

A student may be assigned a mark of ‘Incomplete’ by an instructor when all of the following four criteria apply:

* Quality of work in the course up to that point is C- level or above.
* Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
* Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an ‘I’. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
* Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student\*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.
* The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

\*GTEP requires a teacher candidate and instructor to jointly complete and sign a“[Criteria and Guidelines for Assigning an Incomplete Grade](http://www.pdx.edu/sites/www.pdx.edu.ci/files/Incomplete%20grade.pdf)” form.

**Academic Integrity and Student Conduct**

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See [http](http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf)://www.pdx.edu/media/g/s/gse\_handbook\_student\_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**Weather Conditions**

If you are concerned about unsafe road conditions, please use your best judgment. Listen to the radio or check the PSU website ([www.pdx.edu](http://www.pdx.edu)) for university closings.

CI 513 Unit Scoring Guide

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Rating  Indicator | Unsatisfactory | Emerging | Proficient |
| Concept Map Shows Aligned CFQs, Stand-ards,Topics | Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics | Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification | Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics |
| Alignment of CFQs with Learning Goals & Objectives | Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ’s, unit goals, & standards | Most lessons have clearly articulated objectives and are linked to, CFQ’s, unit goals and curriculum standards | All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards. |
| Lesson Plan Components | Lessons are poorly developed and many of the components are missing | Lessons are complete, but some procedures may be unclear, or lessons are missing some components | Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing |
| Teaching Procedures | The lessons within the unit are not logically organized.  There is little variety of instructional strategies | Lessons have some logical organization with some variety in activities and resources, though not extensive. | Lessons are logically organized Variety of activities, assignments, and/or resources make a clear contribution to learning. |
| Higher order thinking | No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning | There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding | Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning |
| Disciplinary knowledge & skills | Emphasis is on coverage rather than indepth understanding. Students do not use tools or processes of discipline | Students are beginning to use tools/processes of subject matter. Some topics studied in depth | Students use tools and processes of the subject area. Lessons focus on in depth understanding of core content |
| Oral/written communication | Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing | Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments | Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication or performance |
| Connection to real world | No connection to real world problems or students’ lives | Some connection of subject or activities to real world problems and/or students’ lives | Students work on real world tasks, problem solve, share with audience |
| Assessments | Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response | Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written, oral communication or performance. | Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized and communicated to audience |
|  | Directions & scoring criteria may be poorly written and/or unclear. | Directions, procedures, and scoring criteria are clear | Directions are clearly written with specific scoring criteria Rubrics are used appropriately. |
| Use of Technology | Technology is inappropriately used OR not used. | Teacher uses technology to support instruction & learning | Students use technology to collaborate and/or communicate |
| Attention to Literacy | The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills. | The unit includes literacy skills appropriate to students’ needs or attempts to integrate literacy with content |  |
| Class Context Accommodati | Minimal student class context and/or minimal accommodations | Specific strategies detailed in lessons based on class context |  |