Portland State University Graduate School of Education

"Meeting Our Communities' Lifelong Educational Needs"

# Classroom Instruction & Technology CI 513 -009 CRN 15928 Fall 2013

Part Time Secondary Cohort 5 credits

Tuesdays 4:30-8:30 MISL 310G Sat Oct 19 (9-4): Neuburger 472/439

Sat Nov 9 (9-4): Neuburger Hall 437 Sat Dec 7 (9-4): Neuburger Hall 437

Gayle Y. Thieman , Ed.D.

Email: [thiemag@pdx.edu](mailto:thiemag@pdx.edu) (preferred) Available for individual assistance after class

Cell: 360‑608-0579 Office: 503-725-4630

My Wiki: http://[www.gtpdx.wikispaces.com](http://www.gtpdx.wikispaces.com) Class Wiki: PTSECTECH13@wikispaces.com

Office Hours: GSE 608A Mon 12-2 and Thurs 12:00-2:00 by appointment

Prerequisite: Admission to the Graduate Teacher Education Program-Lingley PT 2013 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.

*If you require accommodations (e.g., special seating, an interpreter or note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document the need for accommodations and obtain support services. Your instructor will work with you to arrange the supports you need in this class.*

**Catalog Course Description**

Use of digital tools to enhance teacher productivity and professional development and for planning, instruction, and assessment of student learning. Employ technology to foster information literacy and digital citizenship. Engage diverse learners in inquiry, communication and collaboration, creation, visual design,and production of media



**Required Text:**

* Maloy, R., Verock-O’Laughlin, R., Edwards, S. & Woolf, B. (2011). *Transforming learning with new technologies*. Boston, MA: Pearson.
* McTighe, J. & Wiggins,G. (2013). *Essential questions: Opening doors to student understanding*. Alexandra, VA: Association for Supervision and Curriculum Development.
* Additional materials on my instructor wiki: <http://www.gtpdx.wikispaces.com> and cohort wiki: http://ptsectech13.wikispaces.com/

**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 Objectives, Standards, and Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**  Teacher candidate will: | **TSPC & NETS\* Standards** | **GSE Conceptual Framework** | **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, 3c  NETS:  T2, T3, S1 | 1.2, 3.1, 3.2 | * Technology Activities:   ***Digital Presentation Tool***  ***Concept Map***   * Reading Reponse |
| 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, 3c  NETS: T3 | 2.2, 3.2 | * Technology Activities:   ***Evaluating Websites***   * Reading Response |
| 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  NETS: S-4 | 2.1, 3.2, 4.1 | * Technology Activities   ***Exploring online Thinking Tools***  ***Exploring Digital Games***   * Reading Response |
| 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  NETS: S2 | 1.2, 2.2, 3.2 | * Technology Activities   ***Digital Communication/ Collaboration Tool***   * Reading Response |
| Topic 5: Engage Students Creation, Visual Design, & Media Production |  |  |  |
| Engage students with multimedia tools to illustrate and communicate original ideas and stories | TSPC: 3b  NETS: T2, S1 | 1.2, 2.2, 3.1, 3.2, | * Technology Activities: ***Student Created Media*** * Reading Response |
| 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, 1b  NETS: T2, T4 | 1.1, 1.2, 3.2 | * Technology Activities   ***Lesson Plan incorporating technology for IEP/ESL***   * Reading Response |
| Topic 7: Planning, Implementation, and Assessment |  |  |  |
| Design mini-unit which supports student learning. Use technology to support instructional planning, implementation, and assessment | TSPC: 3a, 3b  NETS T2 | 2.2, 3.1, 3.2 | Technology Activities   * ***Mini Unit which supports student learning*** * ***Lesson Plan incorporating technology for instruction and assessment*** * Reading Response |
| Topic 8: Becoming Digital Citizens: Ethical, Legal, and Social Issues |  |  |  |
| Learning Outcome 8.1: Demonstrate and teach understanding of ethical/legal issues surrounding access, safe, and responsible use of information technology | TSPC: 1c, 2b, 4a  NETS: T4, S5 | 2.1, 2.2 3.1, 3.2 | * Technology Activities   ***Safe and Responsible Internet Use Plan*** |

\* NETS: National Education Technology Standards

**TSPC Standards Addressed in This Course**

***(1) The Learner and Learning*:**

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing 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]

(b) Learning Differences: The teacher 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]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

***(2) Content***

(b) 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]

***(3) Instructional Practice***

(a) 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]

(b) 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]

(c) 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]

***(4) Professional Responsibility***

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

**Other Professional Standards: National Education Technology Standards**

NETS-S 1. Creativity and Innovation

b. create original works as a means of personal or group expression

NETS-S 4. Critical Thinking, Problem Solving, and Decision Making

a. identify and define authentic problems and significant questions for investigation

b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions

NETS-S 5 Digital Citizenship a. advocate and practice safe, legal, and responsible use of information and technology

NETS-T 2. Design and Develop Digital-Age Learning Experiences and Assessments

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

NETS-T-3 Model Digital-Age Work and Learning.

c. communicate relevant information and ideas effectively to students, parents, and peers using digital tools and resources

NETS-T 4. Promote and Model Digital Citizenship and Responsibility

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

# 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. 10.

# 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**  **14%**

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 Responses 30%**

You will have weekly assigned readings (see the schedule of class activities for the specific chapter in Maloy or McTighe & Wiggins and the questions. You may write your answer in an MS Word document (on a laptop) or in Pages or other text application (on ipad) and attach it to your personal page on class wiki (http://[ptsectec13.wikispaces.com](mailto:ptsectec13@wikispaces.com)). OR you may write your answer in a google doc (with iPad or laptop) and attach the URL to your personal page on class wiki.

**Technology Activities BEGUN IN CLASS 12%**

**Explore Intel Seeing Reason or Showing Evidence Due 10/15**

In this assignment you will explore ONE of two online thinking tools and reflect on ways to use the tool to promote critical thinking. Select the tool you were randomly assigned in class. After you explore the online thinking tool, post your answers to the assigned questions to your personal page on the class wiki.

**Create “Safe and Responsible Internet Use” Due 10/19**

Investigate [http://safekids.com](http://safekids.com/) Explore the safety advice and tools, paying particular attention to the information for child safety, parents of pre-teens and parents of teens. Also investigate <http://www.netsmartz.org/> Follow the links for educators as well as links for kids, tweens, and teens. Of particular interest are the downloadable teaching materials for educators including tip sheets on social networking, cyberbullying, sexting, and cybersecurity. Answer the five questions and post to your personal page on the class wiki

**Evaluate 3 websites related to mini unit topic Due 10/22**

**Locate and evaluate three websites related to the grade level and mini-unit topic.** The websites may focus on content or instructional strategies. Evaluate each website with the assigned criteria. Post your evaluation to your personal page on the class wiki

**Modify Power Point or Prezi created in CI 514 Due 11/5**

Use principles of visual design to engage your audience. Follow the guidelines discussed in class. Modify the powerpoint or prezi you created for CI514 and post to personal page on class wiki.

### Digital Communication/Collaboration Tool Due 11/12 12%

Create a digital communication/collaboration tool that involves NEW learning for you. You may choose to create a project using a wiki or website or suggest a suitable alternative. After exploring wikis and websites evaluate the advantages and disadvantages of each tool. Review the online tutorials and follow the guidelines on the scoring rubric. Upload your digital communication/collaboration tool to your personal page on class wiki.

**Student Created Media Due 12/7 8%**

Explore a variety of digital tools and resources. Create an example of what K-12 student(s) in your class could create to demonstrate their learning. Decide on a purpose for the student-created media. Select content and tool students will use. Follow the guidelines on the scoring rubric. Create the example and post to your personal page on class wiki.

**Create Concept Map for Mini-Unit Due 10/22**

Use brainstorming and modeling software to create a concept map to use as an instructional tool. Use different colors, shapes, and icons to distinguish components; save and post to your personal page on class wiki

**First Lesson Plan** **Due 11/ 9**

Review the unit scoring guide. Submit the first of three lesson plans for your mini-unit. Use the lesson planning guide and 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 your personal page on the class wiki

**Second Lesson Plan**  **Due 11/19**

Review the unit scoring guide. Submit a second lesson plan that incorporates technology to engage students. Use the lesson planning guide and 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 your personal page on the class wiki

**Third Lesson Plan** **Due 12/3**

Review the unit scoring guide. Submit a third lesson plan that includes differentiation for diverse learners. Use the lesson planning guide and 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 your personal page on the class wiki

**Lesson Demonstration** **Due 12/7 4 %**

Prepare and present a 25-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. Bring all the materials you need to teach the lesson; consult with instructor for technology hardware, e.g., computers, LCD projectors, etc.

**Mini-Unit**  **Due 12/10 20 %**Create a three lesson mini unit. This unit should focus on curriculum framing questions, develop student understanding, and address 21st century skills. Include the following components in the unit:

1. Create curriculum framing questions that are tied to state and/or national standards and Common Core
2. Develop a unit concept map that shows the relationships among the curriculum framing questions, unit goals, curriculum standards, and assessment
3. Develop three lessons 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 |
| 10/1  retreat | * Review course syllabus * Share Personal Experience with Technology (Use Doodle Buddy) * Meaningful Learning Presentation/Discussion http://gtpdx.wikispaces.com | * Download course syllabus (from email or instructor wiki) and save pdf to iPad * Download free app (from App store) Doodle Buddy to your iPad * Read Maloy ch 1 and answer the following questions:  1. What is surprising (to you) about characteristics of I Generation (8-18 year olds)? 2. Complete the chart on p. 13 (which technologies will have greatest impact?) 3. Share an example of a “highly interactive, inquiry-based learning environment” in a K-12 classroom.   Save a copy of your assignment to your iPad. Then upload to *personal page on class wiki* (after directions) |
| 10/8 L | **Promoting Inquiry, Problem Solving, Investigation**   * Review instructor, cohort wiki * Poll Everywhere: Tech User * <http://www.polleverywhere.com/multiple_choice_polls/6f8wQqo4aFAroRb> * Tech Demo: Visual Ranking 21st century skills: <http://educate.intel.com/en/ThinkingTools/VisualRanking>   **Designing Instruction: Using Backwards Planning**   * Brainstorm unit topics * Backward Curriculum Design Presentation http://gtpdx.wikispaces.com * Tech Demo: Sample mini units <http://gtpdx.wikispaces.com> | * Read Maloy ch. 2 Write a response in Word OR Googledocs. Attach word document OR share link to Googledoc on personal page on class wiki (ptsectech13@wikispaces.com)  1. Respond to the first 2 questions at the bottom of p. 24: key issues for technology-using teachers 2. Which are the two most significant barriers to technology in your view? Why? 3. What are examples of student centered learning in your subject area? 4. How should schools and teachers deal with the  “digital disconnect”?  * Read McTighe and Wiggins, ch 1: Write four questions for a topic you would like to teach: hook, lead, guide, essential. Post to personal page on class wiki |
| 10/15 L | **Digital Citizens, Ethical Legal, Social Issues**   * Copyright and Fair Use Presentation gtpdx.wikispaces.com * Tech Demo: Explore resources on copyright and Fair Use * Tech Demo: Review websites on safe and responsible use including cyber-bullying, sexting, cyber-security   **Designing Instruction: Using Curriculum Framing Questions and Concept Mapping** | * Explore Intel Seeing Reason or Showing Evidence (assigned in class 10/8) Follow directions on instructor wiki, especially directions for naming the file and uploading to personal page on class wiki. * Read Maloy pp. 117-123 & be prepared to discuss ways to prevent plagiarism * Read McTighe & Wiggins ch. 2 Summarize five reasons to use Essential Questions and post to personal page on class wiki * **Post mini unit topic on personal page on class wiki** |
| 10/19  Saturday  Neub 472/439 | **Fostering Information Literacy**   * Discussion: Information Literacy * Tech Demo: Explore Search Strategies and Evaluate Websites   **Designing Instruction: Using Curriculum**  **Framing Questions and Concept Mapping**   * Discuss Backwards Curriculum Design * Tech Demo: Explore curriculum standards & CFQs for Mini Unit * Revise topic for mini unit, develop enduring understanding, essential question, unit questions, 2-3 curriculum standards, lesson topics Submit work to personal page and confer with Gayle | * Complete Tech Activity: Safe and Responsible Internet Use. Follow directions on instructor wiki and post to personal page on class wiki * Read Maloy ch. 5 pp. 98-117 Post to personal page on class wiki  1. How are e-books and e-reader technology impacting reading experience of today’s students? What has been your experience? 2. What differences do you notice between search engines? Explore chart pp 105, 111 3. What strategies would you use with students who are conducting an Internet search? Be specific to your grade level?  * Read McTighe & Wiggins ch. 3. Brainstorm several essential questions for the mini unit Post to personal page on class wiki |
| 10/22 S | **Teacher Productivity: Integrating Creation, Visual Design & Production of Media**   * Elements of Visual Design Presentation/ Discussion * Peer evaluate CI514 presentations (Prezi/PPT) using criteria of effective multimedia presentations | * Complete Tech Activity: Evaluate 3 Websites related to grade level and subject area & unit topic\* Follow directions on instructor wiki.Post to personal page on class wiki. * Read Maloy ch. 9, pp. 216-224 On personal wiki page  1. describe multimodal learning 2. explain how to use multimedia in teaching your subject area 3. suggest strategies for using multimedia effectively with students.  * **Create the “concept map” for the unit, using different colors, shapes, and icons to distinguish components Post to personal page on class wiki** |
| 10/29 L  310G until 6:15 then lab | **Engaging K-12 Students in Communication/Collaboration Tools**:   * Discussion: teacher communication tools * Explore wikis, websites, blogs and discuss advantages of each * Explore Google docs, Google forms, Schoology | * Read Maloy ch. 8 pp. 186-207 Respond on your personal page on class wiki:  1. Which social media technologies are most useful to support teacher-student communication? Why? 2. Compare websites and blogs. 3. Summarize components of a blog 4. Identify criteria for evaluating websites and blogs 5. Identify strategies for using wikis |
| 11/5 S | **Teacher Productivity: 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   Work on lesson plans | * Modify multimedia presentations created for CI514 using principles of visual design and post to personal page on class wiki * Read Maloy ch 6, pp. 144-150. Explore lesson plan websites for grade level/subject area. Be prepared to share in class. |
| 11/9 Saturday Neub 437 | **Teacher Productivity: Implementing Instruction**   * Tech Demo: Explore digital tools to enhance instruction * Share draft lesson plans with classmates and peer feedback with lesson plan scoring guide   Explore websites and wikis as digital communication/collaboration tools | * Read Maloy ch. 3, pp. 50-65, and ch. 4 pp. 74-82. On personal page on class wiki respond  1. Compare digital/info literacy and media literacy? How are they different and why are both important? 2. How can technologies support tutoring, learning groups, inquiry learning, AND metacognitive thinking? Be specific. 3. For the lesson plan you developed suggest a way to use technology to support problem-solving, feedback, digital literacy AND collaboration. Be specific.  * **First Lesson Plan** Upload Lesson Plan and Materials to personal page on class wiki |
| 11/12 L | **Designing Assessment**   * Discussion: Types and Purposes of Assessment * Explore ways to use digital tools for assessment * Review assessment resources on instructor wiki * Share website or wiki with class * Work on unit assessment | * **Communication/Collaboration Tool: Create a website or wiki following requirements on scoring rubric. Post to personal page on class wiki.** * Read Maloy ch. 5 pp. 276-287 and post to personal page on class wiki  1. What is your view of “democratic classrooms” and how might you involve students in decisions about learning and assessment? 2. What types of pre-assessments have you observed or experienced? How do these compare to those in the chapter? 3. How can “student response/participation systems be used in your subject area, based on ideas in the text and your experience? |
| 11/19 L | * Share unit assessment with classmates   **Integrating Creation, Visual Design and Production of Media**   * Tech Demo: Creativity & Media Production Tools: I Movie, Show Me, Voice Thread, Podcast, * Select and use a digital media production tool | * **Integrate instructional technology into a Second lesson plan.** Upload Lesson Plan and Materials to personal page on class wiki * **Draft Unit Plan Assessment and Scoring Rubric** post to personal page on class wiki * Read Maloy, ch. 9 and post to personal page on class wiki  1. Explain multimodal learning and the difference between interactive and non-interactive multimodal learning. Share examples from your experience as a student and also from your practicum observation. 2. What new ideas did you learn about engaging students in power point (or Prezi) 3. What strategies will you use for engaging students in viewing video 4. How can student creation of digital still & video be used in your subject area? 5. Evaluate at least one podcast or vodcast in your subject area (include the URL) |
| 11/26 S | **Integrating Technology for Diverse Learners**   * Explore assistive instructional and productive technologies that assist students with reading and writing and other core subjects | * Read Maloy ch 10 and post to personal page on class wiki  1. Summarize key ways technology can support teaching ethnically, linguistically, and academically diverse learners. 2. Compare key elements of DI and UDL 3. Table 10-1—which tech tools and methods (low-high) are available at the school where you are observing 4. Describe some assistive technologies useful for your subject area |
| 12/3 L | Explore digital games | * **Create third lesson and incorporate appropriate technology for students with special needs. Incorporate UDL principles** Upload to personal page on class wiki |
| 12/7  Saturday  Neu 437 | Mini Conference: Lesson Demonstrations  Student Created Media | * **Lesson Demonstration** * **Student Created Media** |
| 12/10 L | Present Mini Units  Course Evaluations | * **Mini Unit** |

**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.

**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.