California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDUC 422 (Section 3)
Technology Tools for Teaching and Learning
CRN #45500
Thursdays
5:30 pm – 8:15 pm
CSUSM University Hall 273
Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Regina Anderson, Distinguished Teacher in Residence
Phone:	760.750.8590
E-Mail:	randerson@csusm.edu
Office:	UH 423
Hours:	Before/After Class or By Appointment

School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
* Create community through partnerships
* Promote and foster social justice and educational equity
* Advance innovative, student-centered practices
* Inspire reflective teaching and learning
* Conduct purposeful research
* Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

* Student centered education
* Research and theory specific to the program field inform practice
* Connections and links between coursework and application
* Strong engagement between faculty and candidates
* Co-teaching clinical practice
* Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on knowledge and skills necessary to apply education oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

Course Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement (CCR) or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite can be fulfilled by successful completion of one of the following:

- Taking the CSUSM CCR assessment or equivalent course OR
- Completion of an approved computer literacy course at the community college level with a grade B or higher in the last 12 months.

Course Objectives

Teacher candidates will demonstrate competency in:

- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings.

Required Supplies

There is NO required text for this course. Instead, you will need the following:

- ISTE online student membership costs $45. Must be purchased by the 2nd class meeting. Available at http://www.iste.org
- TaskStream online student membership costs $25 per semester. Must be purchased by the 2nd class meeting. Available at www.taskstream.com Directions on how to enroll are available at http://www.csusm.edu/education/eportfolio/taskstreamdirections.html
- Google Drive Account. Must be established by the 2nd class meeting.
- One mass storage device, e.g., USB flash drive (1 Gig or larger)
- Access to a digital video camera for taping a video project. A personal camera may be used OR checkout is available from Kellogg library on the 2nd floor.

It is not necessary to purchase the educational software, as many of the specific software titles are available on the Web in demo-version and/or available on campus.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject and Single Subject Credentials. This course is designed to help teachers seeking the Multiple and Single Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

Primary Emphasis:

TPE 14 CSUSM Educational Technology (based on ISTE NETS•T: see below)

ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers
Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

I. Facilitate and Inspire Student Learning and Creativity
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. Teachers:
   a.   promote, support, and model creative and innovative thinking and inventiveness
   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

II. Design and Develop Digital-Age Learning Experiences and Assessments
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. Teachers:
   a.   design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b.   develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   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

III. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   a.   demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b.   collaborate with students, peers, parents, 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

IV. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
   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
   d.   develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

V. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

    a. participate in local and global learning communities to explore creative applications of technology to improve student learning

    b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

    c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

    d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE (International Society for Technology in Education), 2008
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, **candidates must attend more than 80% of class time,** or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: In addition to attending course sessions, students may need to use campus resources for some assignments. **It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates**. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor. Students are required to use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing assignments for blog reflections, NETS Narratives, and websites, and other coursework will be looked at for content, organization, grammar, spelling, and format.

If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Professional and Administrative Requirements:
Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:
- On time arrival to all class sessions, both face-to-face and online. Please email the instructor when you are unable to attend class or when you will be late
- Advance preparation of readings and timely submission of assignments.
- Solution Finding that uses carefully considered and culturally aware approaches.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle Forums and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  - Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
  - Save a backup of all files on your home computer or
  - Email files to yourself for further backup
  - Save important email communications for the course in a folder on your flash drive in addition to your email account
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

Select one or two class "buddies" (e.g., study group members or Moodle forum teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders.

Use of Technology:
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. **NOTE**: Be sure to set your preferred email in your profile settings of Moodle so that you receive important announcements and communications.

It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Grading Standards and Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled <u>before</u> the class meeting. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).**

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program.

Detailed information about each assignment is provided by on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

In addition to the assignments described below, Participation/performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

You are responsible to track your grades and progress in the course. In order to successfully complete this course, *all assignments must be completed* at an acceptable level noted on assignment directions and rubrics. **All assignments are due by 11:55 pm on the due date.**

Course Requirements:
Assignments and Due Dates

Assignmt #	Assignment (s)	Description	Pts	Due Date **All assignments due at 11:55pm unless otherwise noted!**
1	**Community Blog:** Introduction Forum	Write a self-introduction post to the Instructor & your peers to build a community of learners. Your introduction will include 3 paragraphs of information about your 1.technology skills, 2.prior experiences, & 3.plans for how you will be using technology in your future classroom. Your introduction will be posted as a blog on our Cougar Course Forum. You will respond to at least 2 other peers' postings.	15	Initial Post Due Sept. 4 Response to peers Due Sept. 11
2	**Registration for Online Resources**	Capture a screen shot of each proof of registration for Google Drive, ISTE, and Taskstream that you post to Cougar Courses.	15	Before class on Sept. 5
3	**Technology Tool Reviews (2):** *Web 2.0 Tools * Adaptive Technology Tools	**Demonstrate understanding of how to assess educationally specific applications, web-based or iPad based, in terms of use with students. Reflect on how apps meet learning needs and include strengths and weaknesses through a presentation tool such as Prezi.**	30	Sept. 11
4	**Digital Citizenship:** Copyright & Ethics	Become familiar with fair use and copyright laws, and use of appropriate citations. Share your learning after becoming knowledgeable about various issues related to digital citizenship in the ISTE standards for Teachers and Students.	20	Sept 18
5	**Professional Learning:** Reading Reflection Blog Forum (4 Reflections total @ 10 points each)	Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. Each candidate responds to 2 students' posts with appropriate comments.	10	**#1 Sept. 18:** Initial Post Due **Sept. 25:** Peer Feedback Due
6	**Database:**	Students understand database tools and search online databases such as ISTE and Thinkfinity, focusing on the interactive tools that can be found in searches. Students will consider how to choose and apply software tools in the classroom.	50	Sept 25

7	**Spreadsheet:** Taskstream Portfolio Tracking Sheet	Plan and organize documents to prepare an electronic portfolio. Files are matched to the NETS under TPE 14 and documentation of file naming and organizing is required.	10	Oct. 2
8	**Collaboration & Reflection:** NETS #1 Narrative	Write a self-reflection aligned with Teacher NETS #1. Collaborate on Moodle by providing feedback to 2 students' posts.	10	**Oct. 2:** Initial Post Due **Oct. 9:** Peer Feedback Due
9	**Online Grade book:** Organize and communicate relevant information using digital formats	Use an online grade book tool to set up grade book options for students and input data.	20	Oct 9
10	**Professional Learning:** Reading Reflection Blog Forum (4 Reflections total @ 10 points each)	Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. Each candidate responds to 2 students' posts with appropriate comments.	10	**#2 Oct. 9:** Initial Post Due **Oct. 16:** Peer Responses Due
11	**Communication:** Teacher Website	Create a Teacher Webpage to support their future classroom. Create an appealing, newsworthy, and interesting Web page for students and parents to support learning. Graphics, content, and layout will be considered and assessed. Must address copyright!	50	Oct 16
12	**Portfolio:** Taskstream Draft Narrative	Create a draft narrative using persuasive writing to document your proficiencies related to the ISTE standards.	10	Oct. 30
13	**Professional Learning:** Reading Reflection Blog Forum (4 Reflections total @ 10 points each)	Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. Each candidate responds to 2 students' posts with appropriate comments.	10	**#3 Due Nov. 6:** Initial Post Due **Nov. 13:** Peer Responses Due
14	**Spreadsheet:** Teacher Tools	A) Create a survey using Google Forms. (15pts) B) Collect responses and write a reflection based on the outcomes. (15Pts)	30	Nov. 13

15	**Virtual Tour:** Google Earth	Create a virtual tour using Google Earth that addresses a Language Arts, Science, or Social Studies Common Core Standard.	30	Nov. 20
16	**Video Project:** Digital Lesson Design	**Produce an instructional video in support of classroom instruction. Using common core standards, a digital camera, and editing software, students will prepare a project for sharing electronically. Video footage will be produced in groups of 3 or 4. However, final editing will be completed individually in order to ensure each student has learned the process.**	50	Dec. 5 *You MUST be prepared to share your movie/video with the class by the time class begins. Upload your movie to YouTube and have your URL ready for us to view!
17	**Professional Learning:** Reading Reflection Blog Forum (4 Reflections total @ 10 points each)	Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. Each candidate responds to 2 students' posts with appropriate comments.	10	**#4 Due Dec.6:** Initial Post Due **Dec. 12:** Peer Responses Due
18	**Portfolio:** TPE 14 submission in Taskstream Portfolio	**Assignment utilizes an electronic portfolio to set up and organize electronic files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the TPE 14.**	50	Dec. 12
19	**Attendance, Disposition & Participation during class and online**	Teacher candidates are expected to have a positive disposition. They should help each other and create a constructive classroom environment for everyone. This means having a positive attitude in class, being on time, and actively engaging in discussions, presentations and activities both in class and online.	20	Ongoing
	TOTAL POINTS		**450**	

Tentative Course Schedule

| | | EDUC 422 – 03   Technology Tools for Teaching & Learning   CRN# 45500 | |
		Regina Anderson, Fall 2013	
Week	**Date**	**Topics**	**Reading and Assignments Due**
Week 1	Aug. 29	• Welcome, Sign-in, Technology Survey • Introductions & Class Norms • Review Cougar Courses Webpage, Syllabus, & Resources • "I Need my Teachers to Learn 2.1" Video • Review ISTE NETS for Teachers & Do Activity • How to Capture Screen Shots • Register for Google Drive, ISTE, & TaskStream • Blogs in Education • *Discuss Introduction Forum Post Assignment*	**Download** or print a copy of the syllabus & bring it to class **Community Blog** Introduction Forum Initial Post DUE September 4 **Sign-up** for Google Drive, ISTE, & TaskStream DUE September 5
Week 2	Sept. 5	• Revisit Teacher NETS 1 & 2= Facilitate and Inspire Student Learning and Creativity; Design and Develop Digital-Age Learning Experiences & Assessments • Web 2.0 & Technology Reflection Activity • Web 2.0 Tools Video • *Discuss and Begin Web 2.0 Software Review Assignment & Digital Citizenship Articles for Reading Reflection Blog Assignment*	**Community Blog** Introduction Forum 2 Peer Posts DUE September 11 **Technology Tools Review Presentations** DUE September 11 **Read:** __"Should We Teach Digital Citizenship?" Article __"Digital Citizenship: Addressing Appropriate Technology Behavior" Article
Week 3	Sept. 12	• Present Technology Tools Review Web 2.0 Assignments: 3 volunteers & Small Groups • Revisit Teacher NETS 2 & 4= Develop Digital-Age Learning Experiences & Assessments; Promote & Model Digital Citizenship and Responsibility • Think-Pair-Share "Digital Citizenship" Activity & Video • Review & Discuss Digital Citizenship Articles • *Discuss & Begin Reading Reflection Blog Assignment & Digital Citizenship Assignments for Cyber Safety & Copyright Laws*	**Reading Reflection Blog #1** Digital Citizenship Articles Initial Post DUE September 18 **Digital Citizenship**: Cyber Safety & Copyright Activities DUE September 18
Week 4	Sept. 19	• Review Digital Citizenship: Socrative Quiz • Revisit Teacher NETS 1 & 2= Facilitate and Inspire Student Learning and Creativity; Develop Digital-Age Learning Experiences & Assessments • Computational Thinking ISTE Video • Treasure Hunt Example • What is a Database? • Practice Exploring Thinkfinity & ISTE • *Discuss & Begin Database Assignment*	**Reading Reflection Blog #1** Digital Citizenship Articles 2 Peer Posts DUE September 25 **Database Assignment** DUE Sept. 25
Week 5	Sept. 26	• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments • Review Electronic Portfolio Assignment • A Look at TaskStream: Getting Started! • Portfolio Tracking Sheet (Work in groups) • Writing the Narrative for NETS 1: Look at Samples! • Statement of My Own Work (submit tonight!) • *Discuss: Portfolio Tracking Sheet & Drafting Your Narrative for NETS 1*	**Spreadsheet:** Portfolio Tracking Sheet DUE October **Collaboration & Reflection:** NETS #1 Narrative Initial Post DUE October 2

Week	Date	Topics	Reading and Assignments Due
Week 6	Oct. 2	- Revisit Teacher NETS 3= Model Digital-Age Work & Learning - Online Gradebook Poll, Think-Pair-Share, and Jigsaw Articles - Review Online Gradebook Assignment - A Look at Online Gradebooks: Sample! - Guided Practice & Classwork time for Online Gradebooks *Discuss: Reading Reflection Blog Forum Assignment*	**Collaboration & Reflection:** NETS #1 Narrative Peer Feedback DUE Oct. 9 **Online Gradebook** DUE Oct. 9 **Read:** Choose 2 ISTE articles to read about the topics of "mobile learning" **or** "flipped classrooms" **Reading Reflection Blog #2** Initial Post DUE Oct. 9
Week 7	Oct. 9	- Revisit Teacher NETS 3= Model Digital-Age Work & Learning - Website "Think-Pair-Share" Activity - Website Review of Sample Sites *Discuss & Begin Teacher Website assignment*	**Reading Reflection Blog #2 -**2 Peer Posts on "Mobile Learning" **or** "Flipped Classrooms" DUE October 16 **Communication Teacher Website** DUE October 16
Week 8	Oct. 16	- Revisit Teacher NETS 1 & 5= Facilitate & Inspire Student Learning & Creativity; Engage in Professional Growth and Leadership - Discuss "Digital Storytelling" - Meet Scratch the Cat & Do Practice Activities *Discuss & Begin NETS 2-5 Narrative Assignment* - Looking Ahead: **No assignments due next week, but work on your NETS 2-5 Narrative Drafts & Portfolio Tracking Sheet to help you stay on-track for OCT. 30th Due Date!**	**Portfolio:** Taskstream NETS 1-5 Draft Narratives DUE October 30
Week 9	Oct. 24	- Revisit Teacher NETS 3 & 5= Model Digital Age Work and Learning; Engage in Professional Growth and Leadership - Discuss Spreadsheets - Do Practice Spreadsheet Activity - Look at Sample Google Quizzes & Surveys - Discuss & Begin Google Drive Forms & Surveys Assignment - Continue writing NETS 2-5 Narrative DRAFTS assignment & Class Work Time *Discuss ONLINE COURSE for October 31*	**Portfolio:** Taskstream NETS 1-5 Draft Narratives DUE October 30
Week 10	Oct. 31	**This is an ONLINE class. Please follow the directions below, which are also available on Cougar Courses:** - Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments - Email the link to your Google Forms Survey to 10-12 people in this class and answer their surveys as well. - Read the directions for the Assistive Technology Online Classwork. - Watch the 2 Video links on Assistive Technology. - Go to the WATI website to choose a chapter to read - Go the ISTE website for *Leading and Learning with Technology* & choose 2 articles on Assistive Technology or Assistive Devices to read. *Write Reading Reflection Blog #3 DUE November 6.*	**Reading Reflection Blog #3 -**Initial Post for "Assistive Technology" based on the videos, WATI website chapter, and 2 articles DUE Nov. 6

Week	Date	Topics	Reading and Assignments Due
Week 11	Nov. 7	• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments • Six Elements of Movie Making • Innovative Videos in Education Website (iVIE) • Review iVIE videos in small groups • Review Video Project Guidelines & Tools • Get into groups & write your "Pitch" on Google Docs • *Looking Ahead: Reading Reflection Blog #3 (2 Peers Posts) & Spreadsheet Survey & Reflection Assignment BOTH DUE Nov. 13*	**Reading Reflection Blog #3** -2 Peer Posts for "Assistive Technology" DUE Nov. 13 **Spreadsheet** Google Survey & Reflection Assignment DUE Nov. 13
Week 12	Nov. 13	• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments • Video Project Assignment: Groups create a Storyboard • Review & Begin Virtual Tour using Google Earth • Looking Ahead: Bring script, props, and a device to FILM Video Project next week • *Virtual Tour using Google Earth DUE Nov. 20*	**Virtual Tour** using Google Earth DUE Nov. 20 **Video Project** Bring props and filming device Nov. 21
Week 13	Nov. 21	• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments • Video Project Assignment: Film project in groups and upload to Google Drive • Begin independent editing • *Video Project & Reflection copy DUE Dec. 5*	**Reading Reflection Blog #4** -Initial Post for "Digital Storytelling" or "Educational Videos" DUE Dec. 6 **Video Project** Each group member's edited & polished video is DUE Dec. 5. Have URL ready to view!
Week 14	Dec. 5	• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments • Video Project Assignment: Viewing Party! • Continue revising and editing NETS on TaskStream	**Portfolio:** TaskStream NETS Final Feedback 1-5 DUE Dec. 12
Week 15	Dec. 12	• No Class Meeting!	**Reading Reflection Blog #4** -2 Peer Posts for "Digital Storytelling" or "Educational Videos" DUE Dec. 12 by 11:55pm **Portfolio:** Your polished NETS Narratives are DUE by December 12. *You MUST receive a final Feedback Comment from me stating, "Your NETS are all done for EDUC 422" before you can stop revising.