



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
MATTC
EDUC 251 (MS)/EDUC 276 (SS) (3 units)
Technology for Elementary Teachers
[Term]
Modality:

Professor: K. Yocam & **Pedro Hernandez-Ramos** (Pronouns:) <https://www.mypronouns.org/>
Physical Office: Guadalupe Hall
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.

4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology (including assistive technology) into the daily practice of K-12 teachers, whether working in-person or online. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborative, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in virtual classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings and activities.

Course Learning Objectives

By the end of this course, students will...		Standard/Goals Addressed			
		DG #	PLG #	TPE#	MMSN TPE #
1	... Know how to <i>integrate</i> constructivist learning principles into their designs of meaningful and authentic learning experiences for all their students.	1	1, 5	1.1, 3.8	
2	... Know how to <i>design</i> learning experiences that enhance student achievement through meaningful use of technology	1	2	2.2, 3.8	
3	... Know how to choose from a variety of media types (text, graphics, audio, video, web) to <i>make student learning visible</i>	1, 3	2, 5	1.7, 3.4	
4	... Demonstrate they can develop and <i>monitor</i> students' ability to communicate, collaborate, create, and think critically through effective and appropriate use of technology tools <i>including the ability to use assistive technology, augmentative and alternative communication (AAC)</i>	1, 5	1, 4	2.2, 3.7	2.2, 2.3, 4.1, 7.5
5	... Know how to <i>identify</i> and use appropriate technology tools that support the <i>design</i> and <i>interpretation</i> formative and summative assessments of student learning, including rubrics and electronic portfolios that <i>develop accommodations and modifications that incorporate assistive technology</i>	4	3	1.8, 4.3, 5.1	1.1, 1.2.2.1, 2.9, 3.1, 7.5

6	... <i>Explain</i> of the value of coding (programming) for students' development of thinking and problem-solving skills	1	2	4.8	
7	... <i>Identify</i> and <i>use</i> in their lesson/unit designs, appropriate technology tools, and resources, informed by the Universal Design for Learning (UDL) framework, to address the learning needs of all students, including unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities	1, 3, 4	1	1.6, 3.6, 4.4,	2.9, 3.1, 5.2
8	... How to <i>apply</i> the TPACK model (Technological Pedagogical Content Knowledge) to <i>plan</i> their own professional development	2	4, 6	6.3	
9	... <i>Demonstrate</i> to students the responsible use of technology, awareness of safety and security issues when using technology, basic knowledge of copyright laws and why they are important, and the social, psychological, and ethical issues surrounding the role of technology in society	4	2, 6	3.7	
10	... <i>Design</i> and <i>create</i> an electronic portfolio that showcases their knowledge and skills, including the ability to integrate the CA Common Core State Standards into their lessons/units	1, 3, 4	2, 4, 6	1.1, 2.2, 3.4, 4.3, 5.1, 6.3	
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; TPA=Teaching Performance Assessment					

Required Text

- Gonzalez, J. (2020). *The teacher's guide to tech 2020*. Cult of Pedagogy [online]. Available at: <https://teachersguidetotech.com/guide/> (\$25) **UTPEs: Introduce 3.8**

Recommended Texts

- Grant, K., & Perez, L. (2018). *Dive into UDL. Immersive Practices to Develop Expert Learners*. Portland, OR: International Society for Technology in Education. Available at <https://id.iste.org/resources/product?id=4112&format=Book&name=Dive+into+UDL> (\$35.99) **UTPEs: Introduce 3.8**
- Dell, A. D., Newton, D. A., Petroff, J. G. (2017). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. NY: Pearson. **MMSN TPEs (Practice/Assess TPE 2.9, Practice/Assess TPE 3.1, Practice/Assess TPE 5.2)**
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Course Activities and Assignments

Course Activities and Assignments		% Weight	Universal TPEs	TPE Assessed	MMSN
1	Weekly Online Discussions <i>Purpose: Reflection, Critical Thinking, Application, Community Building</i>	15	1.1, 1.6,	6.2	4.1, 7.5
2	Weekly Synchronous and Asynchronous Learning Experiences <i>Purpose: Practice with new tools & resources, Collaboration, Community Building</i>	15	1.6, 1.7, 1.8, 3.7, 4.3, 4.4, 4.7	2.2, 3.6, 4.8, 3.7	2.1
3	Group Curriculum Assignment <i>Purpose: Collaborating with a small group of peers to develop a curriculum that includes technologies and pedagogies introduced in the course, as well as adaptations and modifications informed by UDL for ELs and students with identified disabilities.</i>	30	2.2, 3.4 3.6, 3.7, 3.8, 4.3 4.4, 4.7 4.8, 5.1 5.4,	1.6, 3.6	1.1, 1.2, 2.9, 3.1, 4.1, 5.2
3	Signature Assignment: Course ePortfolio <i>Purpose: Creation, Synthesis, Practice, Reflection, Planning for Self-Driven Professional Learning</i>	40	3.7, 3.8, 4.8, 6.1, 6.2, 6.3	6.3, 6.1, 3.8	5.2, 7.5

1. **Weekly Discussions.** Every week, you will post replies to the questions posed (e.g., How does IDEA define an Assistive technology device? What are some examples you have seen at your placement that apply funds of knowledge ?) **MMSN TPEs (Introduce/Practice/Assess) 4.1, 7.5** **UTPEs: Introduce 1.1** by the instructor in the online Discussions forum in Camino. In addition, you will have to post a reply to at least one of your peers' postings each week. Postings must adhere to the provided guidelines for meaningful and respectful participation in online discussions. Each weekly posting and reply is worth three points as shown in the Discussions Rubric.

Discussions Rubric				
Criteria	3 Points	2 Points	1 Point	0 points
Weekly Discussion Postings and Replies	On Time Posting and at least one Reply	On Time Posting and no Reply	Late Posting and no Reply	No Posting and no Reply

2. **Weekly In-Class Multimedia Learning Experiences.** Every week, you will be introduced to a variety of learning applications (see examples below). You will collaborate on the design of grade level or content learning activities that enhance student achievement through meaningful use of technology. **UTPEs: Introduce 1.6, 1.7, 1.8, 3.4, 3.7, 4.3, 4.7, 4.8, 5.1, 5.4 UTPEs: Practice 1.8, 3.7, 4.4,**

- *Podcast.* Working in teams of two, you will create a 5-minute podcast on a topic agreed upon with the instructor, connected to the assigned readings and other activities
- *Video.* Working in teams of three, you will script and produce a 3-minute video on a topic agreed upon with the instructor, focused on a time-dependent process, procedure, or phenomena. A project checklist and storyboard template will be provided.
- *Self-directed Professional Development plan.* You will create a document that outlines your personal and professional development plan following the TPACK model (Technological Pedagogical Content Knowledge).
- Technologies that support second language acquisition, translation, speech recognition, and text to speech/speech to text.

3. **Group Curriculum Project.** Working in subject matter teams, groups will develop a curriculum design and build on it throughout the quarter (e.g., identify appropriate assessments, develop a rubric, explore alternative instructional modalities (e.g., blended/flipped classroom, asynchronous, remote synchronous) consider “gamifying” the learning activities or including a game or simulation as part of it, define accommodations for one or more categories of students with special needs based on the Universal Design for Learning (UDL) framework. Please refer to the Group Curriculum Assignment Description document available in Camino. **MMSN TPEs Practice TPE 1.1, Practice/Assess TPE 2.1, Practice/Assess TPE 2.9, Practice/Assess TPE 3.1, Practice/Assess TPE 4.1, Practice/Assess TPE 5.2) UTPEs: Introduce 1.1, 1.6, 1.7, 1.8, 3.6, 3.7, 4.3, 4.7, 5.1 UTPEs: Practice 3.7, 4.1, 4.4, 4.8, 5.2 UTPEs: Assess 2.2, 3.7, 3.8, 4.8, 5.2, 5.4**

4. **Signature Assignment—Course ePortfolio.** You will create and submit an individual “ePortfolio” document that incorporates **at least four** or more examples of the work products generated in class—both alone and in group projects, such as Podcasts or QuickTime movies—as well as links to other products (files, websites) that cannot be integrated directly. A detailed rubric will be provided.

The ePortfolio document will be created as a PowerPoint, Keynote, Google Slides Presentation, or website. Students have full creative control over the design and content of their ePortfolio document. **UTPE Practice 3.8 UTPEs: Assess 2.2, 3.7, 3.8, 4.8, 6.1, 6.2, 6.3, 7.5**

ePortfolio Requirements include:

- Design of learning experiences that enhance student achievement through meaningful use of technology that address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities
- Know how to choose from a variety of media types (text, graphics, audio, video, web) to make student learning visible **including the use assistive technology, augmentative and alternative communication (AAC)**
- Articulate how you are able to monitor students' ability to communicate, collaborate, create, and think critically through effective and appropriate use of technology tools
- Demonstrate that you know how to identify and use in your lesson/unit designs appropriate technology tools and resources, informed by the Universal Design for Learning (UDL) framework, to address the learning needs of all students **including developing accommodations and modifications that incorporate assistive technology**
- Show multiple examples of your ability to integrate the California Common Core State Standards into your lessons/units
- Demonstrate your ability to apply the TPACK model (Technological Pedagogical Content Knowledge) to plan your own professional development

Please review the detailed assignment description and the ePortfolio rubric for additional details about expectations.

In addition: *Class activities and discussions.* Students will work individually and collaborative in class to apply various pedagogical approaches to the design of learning activities that incorporate technologies. Students will engage in class discussions on current education issues and topics from homework readings.

4. *Final.* The final for the class will meet on the 11th session of the course during Finals Week. The final will include short presentations for each student's ePortfolio in small groups and application of the electronic peer review process within Camino to two fellow students' ePortfolios.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model excellent communication skills for your students.
2. Attendance and participation in all class meetings are required. *If you are going to be absent from class, you must email or call me prior to the start of class to inform me of your absence.* You will still be responsible for all missed content and in-class work.

3. Grades are assigned based on 110-point total. The distribution of points across assignments is as follows:

Assignment		Points
1	Weekly Online Discussions & Homework Assignments	30
2	Weekly In-Class Synchronous and Asynchronous Activities	30
3	Group Curriculum Project	50
4	*Course ePortfolio	50

*** Key Assignment**

Course Grading Criteria

The following grading rubric will be used to assess your class performance:

Exceeds expectations = **A Meets expectations = *B Below standards = C

Unacceptable = D

** In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills assessed. The performance/product must go beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context.

* A candidate earns a B when s/he has fulfilled every requirement, and met every expectation.

1. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	95-100	C+	77-79
A-	90-94	C	73-76
B	87-89	C-	70-72
+			
B	83-86	D	67-69
		+	
B-	80-82	D	63-66

2. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for projects submitted at other times or in other formats. **Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.**

3. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

4. All assignments are expected on their due dates. Late **Discussion** postings are docked 1 full point value. Late ePortfolio submissions will have a 10% deduction for each day late past the due date.

Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review **Camino** (also known as Canvas). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Respect for Diversity

I value the perspectives of individuals from all backgrounds, reflecting the diversity of our students. I broadly define *diversity* to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political preferences, and physical and learning ability. I strive to make the classroom—in person or virtual—an inclusive learning environment for all students. I affirm a commitment to the following principles and values and encourage you to do so as well:

- Respect for the dignity and essential worth of all individuals
- Promote a culture of respect in the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence or intimidation of any kind
- Practice personal and academic integrity, and expect it of others
- Promote the diversity of ideas, opinions, and backgrounds that is central to university life.

Attendance. Regular attendance at all class meetings is a requirement in this program.

“Attendance” will consist of participation in synchronous (real-time) and asynchronous activities during scheduled class times. Any absences will proportionally affect the final grade. **Please consult with the instructor if extraordinary circumstances will cause you to miss any portion of the class.** You must notify the instructor by email or phone BEFORE class. Save your Emergency Release (ER) for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on a scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Logging into class sessions (and returning from breaks) on time is another course requirement.

Professional Conduct. If your instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during

the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work, and pair groups is essential for the success of this course. Students are expected to have their *audio muted* until needed and their *video on with their names visible at all times during synchronous class sessions*.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask to contact you individually if she/he considers you are making inappropriate use(s) of technology that may be disrupting the class flow and/or distracting your classmates. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Poor attendance and/or lack of punctuality will impact your final grade. A student with excellent participation, timely assignments, and other aspects of professional conduct can earn a poor course grade as a result of excessive absences or chronic lateness.

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2018-2019).

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

I ask that you affirm this pledge and apply these principles to all your work in this course.

Office of Accessible Education (formerly Disabilities Resources)

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through the Office of Accessible Education.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment, and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu or titleixadmin@scu.edu (URL: <https://www.scu.edu/title-ix/>). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through *Ethicspoint* <https://www.scu.edu/hr/quick-links/ethicspoint/>

In-Class Recordings

All synchronous class sessions in this course using the Zoom platform will be recorded and made available in the course's Camino site by the instructor. **Please note:** The [Student Conduct](#)

[Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of **all** recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any class recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

Selected Resources:

- [New teachers: Technology-integration basics](#). Edutopia. **UTPEs: Introduce 4.8**
 - [Common Sense Media: Latino](#) and [Common Sense Media: Education](#)
 - [Common Sense Media: Wide Open School](#) **UTPEs: Introduce 3.7**
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 - [Technology Tools for Teachers](#). EdTechTeacher
 - [Newsela](#). Nonfiction literacy and current events.
 - [Legends of Learning for Teachers](#). Educational games categorized by topics and grade levels.
 - [The Right Tool for the Job: Improving Reading and Writing in the Classroom](#). Thomas B. Fordham Institute.
 - Council for Exceptional Children- <http://www.cec.sped.org>
 - Autism Speaks - <http://www.autismspeaks.org>
 - National Center for Learning Disabilities- www.nclld.org
 - **UTPEs: Introduce 3.7**
- MMSN TPEs (Practice/Assess TPE 2.2, Practice TPE 2.3, Introduce/Practice/Access TPE 4.1)**

Education Periodicals:

[Education Week](#)
[Children](#) [THE Journal](#)
[Education World](#)

Professional Associations:

National Association for the Education of Young
[National Science Teachers Association](#)
[National Council of Teachers of Mathematics](#)
[International Society for Technology in Education](#)

Additional Information & Resources:

- Brookings Institution: [The ethical algorithm](#). A conversation with authors Michael Kearns and Aaron Roth. (January 14, 2020). Audio recording:
https://www.brookings.edu/wp-content/uploads/2020/01/20200114_FALK_AI_Bias.mp3

EDUC 251 / 276
Technology for TK-12 Teachers
Rubric for the Group Curriculum Design Project Assignment

UTPEs: Assess 2.2, 3.7, 4.8, 6.1, 6.2, 6.3

CRITERIA	Excellent	Good	Minimally Acceptable	Unacceptable	Points
Requirements	All requirements are met and exceeded	All requirements are met	Minimum effort demonstrated	Little effort demonstrated	6
Curriculum Design Summary	A well-developed paragraph that describes and summarizes the lesson presented in the Curriculum Design.	A paragraph that describes and summarizes the lesson presented in the Curriculum Design.	Paragraph that minimally describes and summarizes the lesson presented in the Curriculum Design.	No Overview paragraph.	5
Common Core Standards	Relevant Standard (Common Core, NGSS, Others) for the student learning activity. Provides the Standard, number, domain, and text.	Standard identified (Common Core, NGSS, Others) for the student learning activity. Provides the Standard, number, domain, and text.	Standard (Common Core, NGSS, Others) for the student learning activity. Missing is the Standard, number, domain, and text.	No Standard included.	5
Technology(ies) used for the Learning Design	Well-developed description of technology used in the design and how the teacher and students will use it for teaching and learning.	Good description of technology used in the design and how the teacher and students will use it for teaching and learning.	Poor description of technology used in the design and how it might be used for teaching and learning.	No technology described or how they might be used with students.	8
Universal Design for Learning (UDL) MMSN TPEs (Practice/Assess TPE 2.9, Practice/Assess TPE 3.1,	The learning design is annotated with one or more examples of adaptations and accommodations based on the UDL framework that is	The learning design describes one example of adaptation and accommodation based on the UDL framework that is focused on a particular type of	An adaptation or accommodation is poorly described based on the UDL framework that is focused on a particular type of student disability	No example of an adaptation and accommodation based on the UDL framework that is focused on a particular type of student	6

Practice/Assess TPE 5.2 UTPEs: Introduce 3.6	focused on a particular type of student disability and how the student will benefit.	student disability and how the student might benefit.	and how a student might benefit.	disability and how the student might benefit is included.	
Blended or Flipped Classroom Ideas	The learning design includes a well-developed description of how the Standard might taught in a Blended or Flipped Classroom approach.	The learning design includes a description of how the Standard might be in a Blended or Flipped Classroom approach.	The learning design includes a poor description of how the Standard might taught in a Blended or Flipped Classroom approach.	No Blended or Flipped classroom approach is included.	5
Games & Simulations	Descriptions and links to learning games and simulations that address the Standard.	Description and link to a learning game or simulation that address the Standard.	A learning game or simulation is identified that addresses the Standard.	No learning game or simulation that addresses the Standard is included.	5
Assessment	A thoughtful and meaningful assessment plan that addresses the Standard.	A good assessment plan that addresses the Standard.	An adequate assessment plan that addresses the Standard.	No assessment plan is included.	5
Presentation	Presentation includes a title and team members with photos.	Presentation includes a title and team members with photos.	Presentation includes a title.	No title slide.	2
Content	2 to >1.0 pts Content is well developed and logically organized. Text has no spelling or grammar errors.	1 to >0.5 pts Content is developed and organized. Text has only a few spelling and/or grammar errors.	0.5 to >0.0 pts Content is somewhat developed and organized. Text has a noticeable number of spelling and/or grammar errors.	0 pts Content is poorly developed and organized. Text has many spelling and/or grammar errors.	3
TOTAL POINTS					50

EDUC251 / 276
Technology for TK-12 Teachers
Weekly Planner

Prior to Session 1:	Session 1:	Prior to Session 2:	Session 2:	Prior to Session 3:	Session 3:
OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS
Post your self-introduction video to Camino discussion	Welcome & Introductions; Review of Camino/Google apps/Zoom/Constructivist theory and practice	See Homework page in Camino for Module 1: 3 readings, 1 Vialogue activity, posting to Discussion forum	What is learning? What is teaching? WebQuest on GenZ students. Use assistive technology, augmentative and alternative communication (AAC.)) MMS N TPEs (Practice/Assess MMSN TPE 2.2, 7.5 Practice TPE 2.3, Introduce/Practice/Access TPE 4.1) • UTPE s: Practice 4.4	See Homework page in Camino for Module 2: 2 readings, posting to Discussion forum	Using audio podcasts to promote learning, engagement, and student voice assistive technology, augmentative and alternative communication (AAC) Develop accommodations and modifications that incorporate assistive technology for assessment. MS N TPEs (Practice TPE 1.1, Practice TPE 2.1, 7.5 Practice/Assess TPE 2.9, Practice/Assess TPE 3.1, Practice/Assess TPE 4.1, Practice/Assess TPE 5.2) UTPEs:

					Introduce 1.6, 4.3, 4.7 Practice 4.4
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Prior to Session 4:	Session 4:	Prior to Session 5:	Session 5:	Prior to Session 6: By	Session 6:
OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS
See Homework page in Camino for Module 3: 2 readings, posting to Camino Discussion forum	Bloom's Taxonomy of Learning Objectives; planning a collaborative video project; work on ePortfolio	See Homework page in Camino for Module 4: complete the free online course, "(K-12/HE) Copyright for Educators" offered on the Canvas Network; posting to Camino Discussion forum UTPEs: Introduce 3.7	Creating a collaborative video project as a technology that can be used as assistive technology, augmentative and alternative communication (AAC).MMSN TPEs (Practice/Assess TPE 2.2, Practice TPE 2.3, Introduce/Practice/Access TPE 4.1) UTPEs: Introduce 1.1, 3.6	See Homework page in Camino for Module 5: 2 readings, 1 Vialogues activity; posting to Camino Discussion forum	Games for Learning
>	>	>	>	>	>

Prior to Session 7:	Session 7:	Prior to Session 8:	Session 8:	Prior to Session 9:	Session 9:
OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS

See Homework page in Camino for Module 6: 6 short readings; posting to Camino Discussion forum	Anti-Racist education; Equity and Access for students with disabilities and English Language Learners; the Universal Design for Learning (UDL) framework. Apply UDL to address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. MM SN TPEs (Practice/Assess TPE 2.2, Practice TPE 2.3, Introduce/Practice/Access TPE 4.1) UTPEs: Introduce 3.6 Practice 4.4	See Homework page in Camino for Module 7: 1 reading, watch 1 6.5-minute video; posting to Camino Discussion forum	Designing remote/blended learning experiences.	See Homework page in Camino for Module 8: 1 online activity, 2 readings, posting to Camino Discussion forum	Teaching and learning coding; more on remote learning (Nearpod, PearDeck)
>	>	>	>	>	>

Prior to Session 10:	Session 10:	Prior to Session 11:	Session 11:
OUTSIDE OF CLASS	IN CLASS	OUTSIDE OF CLASS	IN CLASS

See Homework page in Camino for Module 9: 4 short readings, 1 online activity, posting to Camino Discussion forum	Technological Pedagogical Content Knowledge (TPACK) framework for self-directed professional development; Surprise activity	See Homework page in Camino for Module 10: Write final reflection, submit ePortfolio	ePortfolio peer reviews; digital video showcase
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Technology for TK-12 Teachers
Signature Assignment E-Portfolio Rubric

UTPE Practice 3.8 UTPEs: Assess 2.2, 3.7, 3.8, 4.8, 6.1, 6.2, 6.3, 7.5

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
Requirements	All requirements are met and exceeded	All requirements are met	Minimum effort demonstrated	Little effort demonstrated
Table of Contents	Includes table of contents of all the technology examples with navigation links from the TOC to the examples and back to the TOC. Includes links to relevant external resources.	Includes table of contents of all the technology examples with navigation links from the TOC to the examples and back to the TOC.	Includes table of contents with no navigation links.	No table of contents.
Introduction	Introduction includes name, education, relevant experiences preparing to be a teacher, and desired grade level/s or subjects wanting to teach.	Introduction includes name and desired grade level/s or subjects wanting to teach.	Introduction only includes name.	No Introduction.
Technology and Learning Activities	Includes more than 4 class-introduced descriptions of technologies used in class, each with a well-developed lesson	Includes 4 class-introduced descriptions of technologies used in class, each with a well-developed lesson	Includes three or fewer class-introduced examples of technology learning activities with poorly developed descriptions on how	Only 1-2 class-introduced examples of technology learning activities with no or poor descriptions on how they might be

	outline (as introduced in class) and how it might be used in a student learning activity.	outline (as introduced in class) and how it might be used in a student learning activity.	they might be used with students.	used with students.
Common Core Standards	Appropriate and meaningful connections to relevant Common Core standards for each student learning activity. Provides CCSS number, domain, and standard.	Appropriate connections to relevant Common Core standards for each student learning activity. Provides CCSS number, domain, and standard.	Few or irrelevant connections to Common Core standards. Limited or incorrect identification of CCSS number, domain, and standard.	No connection to the Common Core standards.
Content	Content is well developed and logically organized. Text has no spelling or grammar errors.	Content is developed and organized. Text has only a few spelling and/or grammar errors.	Content is somewhat developed and organized. Text has a noticeable number of spelling and/or grammar errors.	Content is poorly developed and organized. Text has many spelling and/or grammar errors.
Universal Design for Learning (UDL) MMSN TPEs (Practice/Assess TPE 2.9, 3.1, 5.2, 7.5)	Each learning activity is annotated with two or more examples of adaptations/modifications based on the UDL framework, including use of assistive technologies.	Each learning activity is annotated with one example of adaptations/modifications based on the UDL framework, including use of assistive technologies.	Not all learning activities are annotated with one example of adaptations/modifications based on the UDL framework, and does not address assistive technologies.	None of the learning activities are annotated with one example of adaptations/modifications based on the UDL framework