

Overview

I am fairly skilled with technology and digital tools used for education. I am familiar with a variety of tools as a student and an educator, as I utilized them during my online college experience. I have used Canvas, Microsoft Office Suite, and Google Suite consistently.

I think one challenge for me will be in keeping the instruction simple, so the tech acts as the vehicle of participation. Another challenge is time management. Discussions can run off track easily with a one-hour limit. I will overcome these challenges by practicing with a peer, and by using a timer. I will encourage those who verbally participate to articulate it on the Padlet as well, if the discussion lags I will use content from the Padlet to instigate elaboration.

My students are 9th graders near the end of the year and have had extensive practice using technology this year. The majority of my students are very skilled with digital education tools. Padlet itself may pose a challenge to some. The initial access point to the Padlet is embedded in the Canvas assignment and if the Wi-Fi is slow it may not load. A backup link is provided as well, but using the link to access the Padlet may result in appearing as an anonymous author. To be credited for the assignment they must include their name in the post. Remote students may also struggle with procrastinating participation.

To prepare them to successfully use technology I provide models and example structures, I am consistently organized so students can easily navigate our Canvas classroom, I stress synchronous participation to avoid tech hiccups where I cannot support them, and provide a hub to connect to resources, peers and myself. The established procedures provide good independent learning habits.

Every student is expected to bring their district-issued Chromebook (charged up) to connect to our classroom (if remote) and resources (all), and nearly all also have a smartphone. We all use the assigned Wi-fi provided on campus for staff, students, and guests, to connect. A few charging cords are available if for students' use. The classroom is equipped with a projector we project our screen to unify the remote and physical view, a microphone to project audible instruction and discussion, speakers broadcasting sound from Zoom. At my desk is a laptop and webcam I use to connect the virtual physical classroom with all these other tools. I use my music program with a pre-selected song for class atmosphere. We utilize Canvas for our LMS, Zoom for virtual classroom, Google suite to share material, Skyward grade book, and Padlet for our live interactive discussion.

The limitations on technology I place directly is minimal as this is a high school English honors classroom. The expectation of appropriate behavior is discussed at the same time we discuss netiquette and digital citizenship at the beginning of the year. Other limitations put on the technology are primarily those implemented by the district management through access restrictions within the network and Chromebooks.

INSTRUCTIONAL PLAN

Aligned with the Teacher Performance Assessment (edTPA)

Date:	Grade: 9 (50 minute class)
Unit/Subject: English Honors	Lesson Title/Focus: "The Scarlet Ibis" short story analysis & discussion

Learning Targets

Long-term Learning Goal (i.e., teacher goal for unit or learning segment): Able to define, identify literary terms in use and articulate justification.

State Academic Learning Standards

- Common Core State Standards / NextGen, etc.:

CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of word relationships and nuances in word meaning.

CCSS.ELA-LITERACY.RL.9-10.4 Interpret words and phrases as they are used in a text

CCSS.ELA-LITERACY.RL.9-10.10 Read and comprehend complex literary texts

CCSS.ELA-LITERACY.SL.9-10.1 Participate effectively in collaborative discussions with peers – building on others ideas AND expressing their own clearly and persuasively

Learning Target for this Lesson: (in kid-friendly language):

I can use my understanding of the literary terms symbolism, simile, metaphor, and/or theme to analyze a short story.

I can share an example of one of those literary terms I found in the story.

I can discuss/explain my reasoning with my peers.

Academic Language (explicitly taught only – each box won't apply to all lessons)

Language Function explicitly taught in this lesson: Read, Analyze, Discuss

Syntax or Discourse explicitly taught in this lesson: Analyze short story by applying understanding of literary terms.

Vocabulary explicitly taught in this lesson: Simile, Symbolism, Metaphor, and Central Theme

Targeted Designed (Physical) Academic Language Supports: Review literary terms meanings.

Instructional Materials, Resources, and Technology

Music player

Scarlet Ibis text handout

Prior to Class

Prior to Class:

Previous introduction to and definition of the literary terms symbolism, metaphor, simile and central theme.

Agenda items in far corner of board (due dates, events, etc) & Objectives for the day written on board

Symbolism, Metaphor, Simile, and Central theme (without definitions but leaving room for them) on board beneath objectives

Discussion prompt questions written on other half of board & covered

Scarlet Ibis story copies in the pick-up bin by the door.

Students take out their English notebooks

Instructional Plan to Deepen and Extend Student Understanding:

Teacher Tasks (steps of the lesson) and Student Learning Behavior (what you'll see)

T: Greet students as they enter.

S: Students grab copy of the "Scarlet Ibis" from entry table and sit in assigned seats, getting out their English Notebooks.

T: When bell rings, take attendance and make sure each student has a copy of the story S: *Grab copies of story*

T: Review the agenda for the day and then review the objective for class. Remind them to get out their English Notebooks.

(2-3 mins)

T: "First, lets quickly review our terms here – feel free to use your English notebook if you need to look back. Let's make sure we know what we are looking for in our story, can you tell me what Symbolism is?" (cold call student)

S: Defines symbolism as a literary device – something like: something that stands for or suggests something else; that thing (be it character, word, animal, object, action, concept etc.) represents something beyond the literal meaning.

T: write the general definition as given on the board confirm audibly – "did I get it right?" S: replies

T: "Next up is Metaphor - can you tell me what a Metaphor is?" (cold call student)

S: Defines metaphor as a literary device – something like: makes comparisons between two unrelated things implicitly (without using explicit terms of like or as)

T: write it down and then ask "what if I do use like or as? What is that called?" (cold call student)

S: correctly answers simile – something like: comparing two unrelated things explicitly (using like or as)

T: writes down that definition and asks "Last but not least – central theme, can you define that?" (cold call)

S: Defines central theme – something like: the main idea, the point, the larger "why is this story important – what is the message" (not the topic – that is the what of the story supported by facts and is the vehicle for the why)

T: writes down that definition – asks for clarification if needed.

S: Answers clarifying questions for definition.

(5-7 mins)

T: "Now that we are all clear on what we are looking for. Lets read this story. I will start our reading music, and when it stops, we will see where we are." *Begins playing reading music and sets timer for 15 minutes*

S: Read the story along silently

T: When timer dings – music stops "OK! Everyone put a hand up! If you are about half way through, put 3 fingers up, If you are about paragraph away from done, put 2 fingers up – if you are done with the story put just the first finger up."

S: Puts arm up and puts appropriate fingers up

T: Read the room

a) if 50%+ done and overwhelming majority of remainder are 2 – uncover the prompt but give 6 more minutes to finish and begin music again with instruction for those who are done to glance through and be ready to discuss.

b) If less than above – give 10 more minutes of reading time. c) If all are done – move immediately to uncovering discussion prompt

(15-25 minutes)

T: "Ok -We have our terms we were looking for, who can give me an example of one from the story?" (volunteer or cold call – use room read results to inform initial calls)

S: Identify a part of the story that meets one of the terms from the board. T: Record participation

T: If reasoning is not provided - "Can you elaborate? How did you connect the term with your example?"

S: Explains

T: Compliment and then ask another student what they think – or what they came up with.

(REPEAT ABOVE – GET AS MANY COLD CALLS AND PARTICIPATION AS POSSIBLE – until 2 minutes left)

(23-26 minutes)

T: “Well – we have 2 minutes left in class. Time flies! Lets just quick take a temperature check – those in the room – all hands up! When I say GO – Show me how comfortable you are with applying these literary terms- using your finger numbers on the range 1-3 tell me? 1 being very comfortable – 2- so-so - 3 not comfortable. Ready – wait - K- GO!

S: *puts arm up and rates their comfortability* T: *Notes results –plan to inquires on the hard part with any identifying students to utilize feedback*

T: “Thank you all for that feedback- Have a great Day!” *Bell rings - Dismissed*

(2 minutes)

Accommodations/Modifications for Diverse Learners

Targeted Support Plan (what will you do and how?): Audible of reading as needed for those students with ADHD, Dyslexia, or who are sight impaired. Extra time given as needed for students who are struggling with reading, or have other need. Background soundtrack music is provided to allow students to focus.

Targeted Designed (Physical) Supports: Written modeled definitions of terms to be applied in the analysis. Physical copy of story to allow for reference back for those who have difficulty remembering.

Assessment Strategies: Positive Impact on Student Learning

Proposed Evidence/Data (student work)	Evaluation Criteria (how will you analyze student work?)
80% or more of Students will participate and review the terms being applied in the analysis of “The Scarlet Ibis” Students will read the story. Students will provide an example found in the story of one of the terms and share it with their reasoning during the discussion time.	I will keep record of participation on my seating chart. Students will demonstrate understanding of the terms through the identification and analysis within the Story. Students will demonstrate that they read the story through their participation in the discussion Students will demonstrate discussion and justification skill through participation
Feedback Plan: Feedback is immediate and in the moment. Those who aren’t quite there can be guided with questions and peer response. Will be a benchmark/participation grade in gradebook. Those who do well will have peer and teacher feedback support. The following day “Do Now” will incorporate the terms in reference to the story if the number of students participating is not high enough.	How students will use your feedback: Students who needed clarification or followup questions will get a chance to correct in the moment, those who don’t will be able to practice and participate in an interactive discussion. The following day “Do Now” if needed, will be informed by the same feedback and can be applied.

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Targeted Designed (Physical) Academic Language Supports: Review literary terms meanings.

Instructional Materials, Resources, and Technology

+Canvas classroom with agenda and assignment preplanned in the module for the week – Objectives for lesson in day's overview

+ Video of reading the story uploaded to youtube public with comments off for sharing/embedding in Canvas page

+Scarlet Ibis Story .PDF file already loaded to canvas and linked appropriately

+Padlet set up (setting as organization login required for security) Discussion prompts set up as columns with sample (modeled post)

+Canvas assignment created and is published with story link, youtube link, and padlet embedded with link provided, and instructions (set to no submission – teacher gauges if benchmark met by student participation on padlet or zoom/class discussion and manually marks grade)

+Canvas Page supporting assignment with Scarlet Ibis PDF embedded and YouTube video embedded (so it plays within the Canvas window and student does not need another tab/window)

+Zoom recurring meeting set up +Music

+Students are well aware of behavior and online expectations for ontask engagement, and appropriate communication.

+Students are aware of the protocols for discussions on Padlet and have used it before in this class.

+Students have their district provided Chromebooks and Google accounts logged in (only those on Zoom need to be logged in Zoom).
 + Mic and Speakers connected to Computer Teaching Station +Projector Connected to computer to share same zoom view with the ROOM
 +Google Slides without and with definition for the 4 terms for today's analysis

Instructional Plan to Deepen and Extent Student Understanding:

Teacher Tasks (steps of the lesson) and **Student Learning Behavior** (what you'll see)

Prior to Class: Students have been introduced and are familiar with literary terms symbolism, metaphor, simile and central theme – and they are listed in the day's overview. Teacher is logged in to computer and has room set up for simultaneous zoom broadcast.

T: Canvas Class overview for the week is open on computer and song of the day is playing on computer, is logged into Zoom meeting audio and video checked, sharing sound and portion of screen (overview with webcam on. Begin letting students in to the Zoom one at a time.

T: Greet students as they enter (Zoom or room) and use that to take attendance.

T: *When bell rings stop music on computer* – Greet then refer to overview info & the objectives for lesson. Room students get Chromebooks. (3-5 mins)

T: *Move slides into portion of screen being shared in Zoom* “First, lets quickly review our terms here – feel free to use your English Notes if you need to look back. Let's make sure we know what we are looking for in our story, can you tell me what Symbolism is?” (cold call student)

S: Defines symbolism as a literary device – something like: something that stands for or suggests something else; that thing (be it character, word, animal, object, action, concept etc.) represents something beyond the literal meaning.

T: reveals definition slide - confirms students “great job – basically the same thing I have here”

T: “Next up is Metaphor - can you tell me what a Metaphor is?” (cold call student)

S: Defines metaphor as a literary device – something like: makes comparisons between two unrelated things implicitly (without using explicit terms of like or as)

T: Display slide with definition and compliment correct student “what if I do use like or as? What is that called?” (cold call student)

S: Answers: simile - something like: comparing two unrelated things explicitly (using like or as)

T: Shares screen with the Simile definition and compliments student. then “Last but not least – central theme, can you define that?” (cold call)

S: Defines central theme – something like: the main idea, the point, the larger “why is this story important – what is the message” (not the topic – that is the what of the story supported by facts and is the vehicle for the why)

T: Asks for clarification if needed. S: Answers clarifying questions for definition.

T: Displays slide with Topic AND Theme defined in columns to compare – *When done switch to camera view – stop share screen in Zoom* (10-15 mins)

T: “Now that we are all clear on what we are looking for. Lets read this story. I will read it aloud and you can read along. If you have difficulties with video for any reason you can play it on YouTube as well - the link is provided. This way we will all get done at the same time.” *Reads* (16 minutes)

T: *Share student Canvas view of assignment screen/PADLET in Zoom* “Ok - go ahead and go to the assignment linked in the overview for today, REMEMBER include evidence from the story to support your application of the definition or explain your reasoning AND PUT YOUR NAME IN THE POST (you do want credit right?)!” **PAUSE FOR 10** “Since we have a few minutes can you give me an example of one from the story?” (cold call or use live responses on padlet)

S: Identify a part of the story that meets one of the terms from the board.

T: *Record participation* Thank you!+ “Make sure you include that in your Padlet or That was such a good point” OR “can you add that to the Padlet too so the our other honors classes get to hear/see it too?”

T: If reasoning is not provided - “Can you elaborate? How did you connect the term with your example?”

S: Explains T: Compliment and then ask another student what they think – or what they came up with. (REPEAT TILL Last 2 Mins)
(13-20 minutes)

T: *When done switch to camera view – stop share screen in Zoom*

“Well – we have 2 minutes left in class. Time flies! Lets just quick take check how we are -FIRST roomies – HANDS UP! When I say go show me your number on a range 1-3 your comfort level with applying these terms? 1 very comfortable – 2- soso & 3 not comfortable. GO!”

S: *all with arms up and rates their comfortability* T: *Notes results follow up on the hard part with any identifying students to after for feedback*

T: “Zoomies turn same question. WHEN I say GO - smash the reaction button in Zoom - thumbs up is very comfortable, thumbs down is not so comfortable, and the soso is any other emoji but up or down. Ready to push? Wait for it -GO! (*screengrab/Zoom record*)

S: *Students in Zoom use reactions*

T: “Thank you all for that feedback- Have a great Day!” *Bell rings – Dismissed/End Zoom – Review Feedback* (2 minutes)

Accommodations/Modifications for Diverse Learners

Targeted Support Plan (what will you do and how?): Video of reading for those with connection issues, Read aloud live for equal exposure to information while students read along, for accessibility. Digital and live discussion on an interactive padlet allowing for those with generalized anxiety to provide proof of learning without spotlight. Students who are unable to do work outside of class due to home situation or other connectivity issues can complete the task within given class time.

Targeted Designed (Physical) Supports: Written modeled definitions of terms to be applied in the analysis. Digital copy of story to allow for reference back for those who have difficulty remembering. Structured easy to read live interactive discussion board with modeled post.

Assessment Strategies: Positive Impact on Student Learning

Proposed Evidence/Data (student work)	Evaluation Criteria (how will you analyze student work?)
Students will participate in review of the 4 literary terms being applied in the analysis of “The Scarlet Ibis” Students will read “The Scarlet Ibis” Students will provide an example found in the story of one of the terms with justification Students will share their response on the padlet (by the due date) and/or in the synchronous Zoom/room discussion.	Students will participate in the review of terms to prepare for discussion. Students participation will be evaluated by their post/contribution to the Padlet or live discussion by due date(I will be noting participation) Students will post a response to one of the prompts with reasoning and evidence supporting their claim from the story. Students will interact with peers via posts or live discussion, in a respectful manner with focus on the literary terms outlined.
Feedback Plan: Feedback is recorded and reviewable in the assignment in Canvas, in addition to any live response during the class discussion. The grade will be a benchmark/participation in the Canvas gradebook. Students are able to view, like, and reply to one another’s posts to allow for peer feedback as well.	How students will use your feedback: Those who have met the benchmark will receive a check in the Canvas grade, and digital comments validating their participation they can reflect on. Those who aren’t quite there can be given feedback on the assignment and use the “reassign” button when needed or ask a follow up question to clarify on the assignment comments (based on severity).



STUDENT VIEW



Account



Dashboard



Courses



Calendar



Inbox



History



Help

Sem2_2020-21

Home

Modules

Zoom

Grades

DeMiero's Website

Library Catalog

District Databases

Britannica School

Newsela

Gale In Context: Opposing Viewpoints

Gale Virtual Reference Library

Gale In Context: U.S. History

The Scarlet Ibis - Padlet Response

Due: Fri Jun 18, 2021 11:59pm

Available until Jun 20, 2021 11:59pm

Details

1. Read the Story: [The Scarlet Ibis](#) ↓
2. Respond to AT LEAST one of the questions (complete with NAME in title and reasoning from text in body) in the [Padlet](#) ↗

C Lee + 67 • 1m

♡ REMAKE ↗ SHARE

Scarlet Ibis

Choose one or more questions/columns to respond to. Put your name in the title, then in the body share your thoughts on the question about the story The "Scarlet Ibis" you read.

Identify your favorite Simile or Metaphor and why you feel it was effective from the story

U d 24d

"Keeping a nice secret is very hard to do, like holding your breath."

This simile matches with the theme of the story. There is a comparison being made between keeping a secret and holding your breath.

♡ 1
👤 Add comment

Identify your favorite use of symbolism in the story, and explain why.

J r 24d

While it is obvious, I did like the symbolism between the scarlet ibis and Doodle. Such as the scarlet ibis seemingly broken but graceful and then dying after suffering.

♡ 2
👤 Add comment

What do you identify as the central theme of "The Scarlet Ibis" story?

Anonymous 24d

R
I think that the central theme of "The Scarlet Ibis" was about the bond and connection between two siblings. They were always together and the older sibling always believed that the younger sibling could achieve things that seemed almost impossible. However I also think

EXAMPLE RESPONSE:

C Lee 24d

My fav _____ is because _____

♡ 0
👤 Add comment

Scarlet Ibis

Choose one or more questions/columns to respond to. Put your name in the title, then in the body share your thoughts on the question about the story The "Scarlet Ibis" you read.

C [redacted] LEE JUN 17, 2021 03:13PM

Identify your favorite Simile or Metaphor and why you feel it was effective from the story

EM [redacted] L JUN 17, 2021 03:55PM

"For a long time, it seemed forever, I lay there crying, sheltering my fallen scarlet ibis from the heresy of the rain." I loved this metaphor because it describes Doodle and his situation so well. He was put under too much pressure to go to where everyone else was and ended up straying too far from where he felt safe. Just like the scarlet ibis. It is also a very good ending sentence that captured my attention and left me thinking. Not everyone is going to make it under our standards of being a "normal" and healthy human. Everyone is different and won't benefit from everything that other people benefit from..

A [redacted] C JUN 20, 2021 09:17PM

"When he fell, I grabbed him in my arms and hugged him, our laughter peeling through the swamp like a ringing bell."

This is my favourite simile because it gives a lightheartedness to the story. Even though their relationship wasn't all that great and there was a terrible ending, they had some good moments together.

ANONYMOUS JUN 17, 2021 07:12PM

Da [redacted] v

"Even death did not mar its grace, for it lay on the earth like a broken vase of red flowers, and we stood around it, awed by its exotic beauty." This simile was my favorite because it showed how the characters thought the bird was still beautiful, even in death.

EXAMPLE RESPONSE:

C [redacted] LEE JUN 17, 2021 03:58PM

[redacted] Lee

My fav _____ is because _____

What do you identify as the central theme of "The Scarlet Ibis" story?

V [redacted] T JUN 17, 2021 04:47PM

V [redacted] t

I believe the central theme of "The Scarlet Ibis" was pride, and how it clouds our judgement. When we are proud of something, we often think of it as perfect, or at least better than it was. For example, the narrator believed Doodle could walk, and he could, which made him proud of him. Because of this, he thought his brother could do anything, even though he had limits. When he then pushed Doodle as far as he could and he couldn't keep up, his illusion was shattered. "He had failed and we both knew it, so we started back home, racing the storm. We never spoke (What are the words that can solder cracked pride?), but I knew he was watching me, watching for a sign of mercy." This left him so upset he abandoned him. However, this just pushed Doodle even further, leading to his death. While pride can be good, it's important to remember that no one is perfect and everyone has limits.

B [redacted] X JUN 17, 2021 04:16PM

B [redacted] X

Reflection

My students responded positively to the use of technology in this lesson. Evidence of this is found in the quality of student responses, the speed at which they responded to the prompts, and the number of students interacting. In comparison to the analog version of this lesson, I observed:

- a) Normally quiet students participating readily in the Padlet digital discussion board.
- b) More students immediately engaged with this synchronous digital discussion than do in asynchronous discussion assignments (often done in Canvas). The number of students who received the benchmark by the end of the class period was 92% across 4 classes, the highest immediate completion outside of tests.
- c) Students demonstrated less hesitation in participating in the concurrent verbal discussion. In all four classes where this lesson was executed, very little teacher facilitation was required, as the students organically continued it.

These observed differences all contribute to deeper understandings. When more students are able to participate, the classroom community has an increase in opportunities to gain new perspective or depth through the insights of more peers. This logically results in additional follow-up opportunities greater depths of learning. The traditional discussion model is restricted by the limited time in a class period and the number of students. The technological integration of a Padlet discussion allowed for the entire class to participate simultaneously. In a matter of minutes, more voices are contributing than time would previously allow. This same format allows for the synchronous verbal discussion to highlight and expand upon posts, instigating deeper learning. This technology integration is also more inclusive. Students who are uncomfortable speaking in class are often willing to write instead, and students who have difficulty with focus are given a productive interactive task sooner, just to name a few examples.

I will be incorporating this model of synchronous dual-input for most if not all of my discussion lessons. There are regularly 30-40 students in each of my 9th grade English honors classes. There is not enough time to allow for 100% participation. Incorporating a Padlet or similar type of digital tool to facilitate the discussion provides assessment, elicits engagement from students, and the inclusivity gives more students opportunities for participation.

Working on this micro-credential has made me more mindful of the many technological components that have become part of my regular instruction in 2020 when compared to previous years. Listing it all, and reflecting upon what will be normative in this new year, I realized that I must not assume anything about the next set of students' abilities. Instead, I feel the importance of developing an engaging and instructive introduction for the new class. I am actively planning an engaging interactive educational technology toolbox series of mini-lessons to familiarize the new class with the most frequently used programs rooted in game-based activities in class each day, in the first weeks of school. This will be incorporated simultaneously into the mini-lessons on digital citizenships as well as the classroom procedures.



Great Public Schools for Every Student

Technology Integration 101

Educator integrates digital tools effectively into their classroom lessons.

Key Method

The educator plans and delivers meaningful instruction using available digital tools.

Method Components

The Interstate Teacher Assessment and Support Consortium (InTASC) Standards specify that educators:

- use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social
- understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, including those that relate to the safe, responsible use of technology.

The International Society for Technology in Education (ISTE) Standards for Educators specify that educators:

- establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
- model and promote management of personal data and digital identity and protect student data privacy.

Examples of digital tools

- Laptops/Chromebooks
- Tablets/iPads
- Cell phones
- Student response systems
- Robots
- Smart Boards/Promethean Boards
- Web 2.0

Delivery methods for digital lessons

- Class website
- Learning management systems Schoology, Edmodo, My Big Campus, Moodle...)
- Google Classroom/Google Docs
- QR Codes
- Slide decks/flipcharts
- Projectors
- Web 2.0 tools

Lesson types that work well with technology

- WebQuests
- Project-based learning projects
- Data collection
- Writing/publishing/blogging
- Online discussion groups
- Peer feedback
- Practice websites
- Research projects
- Collaborative projects
- Interactive simulations (PhET,Gizmos...)
- Digital art and design projects
- Web 2.0 tools

Supporting Research

2012 Survey of K-12 Educators on Social Networking, Online Communities, and Web 2.0 Tools. Rep. MMS Education, 12 Dec. 2012. Web. 26 July 2017.

http://home.edweb.net/wp-content/uploads/2012_Educators-and-Social-Mediaweb.pdf

Digital Citizenship Defined: Teach the 9 Elements to Enhance Students' Safety, Creativity and Empathy. N.p.: International Society for Technology in Education, n.d. ISTE | Digital Citizenship Guide. Web. 25 June 2017.

www.iste.org/resources/product?id=3980&format=eBook/iBook&name=Digital+Citizenship+Guide

"ISTE Standards for Educators." ISTE | Standards For Educators. N.p., n.d. Web. 25 June 2017.

<http://www.iste.org/standards/standards/for-educators>

Resources

SAMR Model

<https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>

Cutler, David. "Modeling Constructive Online Behavior." Edutopia. N.p., 22 Oct. 2015. Web. 25 June 2017.

<https://www.edutopia.org/blog/modeling-constructive-online-behavior-david-cutler>

Marcinek, Andrew. The Path to Digital Citizenship. November 26, 2013.

<http://www.edutopia.org/blog/the-path-to-digital-citizenship-andrew-marcinek>

Responsive Classroom. Time-Out & Teaching Self-Regulation. July 28, 2014.

<https://www.responsiveclassroom.org/time-out-teaching-self-regulation/>

Professional Learning Networks

<https://twitter.com/hashtag/digcitchat>

<https://www.common sense.org/education/professional-learning-communities>

NEA edCommunities Digital tools and Learning Groups

Activities/Lessons for digital citizenship

Media Smarts- http://mediasmarts.ca/sites/mediasmarts/files/games/cyber-security-quiz/index_en.html

Integrating Cybersecurity in the Classroom- <https://niccs.us-cert.gov/formal-education/integrating-cybersecurity-classroom>

Nice Challenge- <https://nice-challenge.com/>

Common Sense Media- <https://www.common sensemedia.org/educators/1to1/aups>

Activities/Lessons for technology integration

Webquest

<http://webquest.org/>

Seven Tech Integration Lesson Plans: Let the Voting Begin

<https://www.edutopia.org/blog/seven-tech-integration-lesson-plans>

The Best Web 2.0 Applications for Education in 2017

<http://larryferlazzo.edublogs.org/2017/05/13/the-twenty-five-best-web-2-0-applications-for-education-in-2017-so-far/>

Six Steps for Integrating Technology into your classroom

<https://edtechmagazine.com/k12/article/2006/10/6-steps-integrating-technology-your-lesson-plan>

Code.org

Ms Bixler's Classroom Website

<http://msbixler.weebly.com/>

Kathy Schrock's Guide to Everything

<http://www.schrockguide.net/>

Digital tools for informal assessment/reflection

Kahoot

<https://kahoot.it/>

Student response systems

Padlet

<https://padlet.com/>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a “Proficient” for each component in Part 2.

Part 1. Overview Questions

500 word limit total

Please answer each of the following questions:

What is your skill level with digital tools used for educational technology?

What do you think your challenges will be?

How will you overcome your challenges?

What is the skill level with digital tools used for educational technology of your students?

What do you think their challenges will be?

How will you prepare your students to be successful with using technology in your classroom?

What technology do have available to use in your classroom?

What limitations do you have on technology in your classroom?

- **Passing:** Responses address each of the questions using specific examples and descriptions. A passing response must include the types of devices the educator regularly uses, and how/when they use them to access the Internet or other software.

Part 2. Work Examples / Artifacts

Please submit the following artifacts

Artifact 1: A lesson plan that you currently have that does not integrate digital tools. This can be one that you write yourself or one taken from an existing resource that you use for your lesson planning. This should include a clear beginning (teacher intro/demo), middle (student practice/work time) and an end (closing, reflection, assessment)

Artifact 2: The same lesson plan adapted for use with digital tools that you have in your classroom. Please be explicit about how you are going to use available digital tools in all three parts of your lesson : beginning (teacher intro/demo), middle (student practice/work time) and an end (closing, reflection, assessment)

Artifact 3: Three student work samples from the lesson that uses digital tools.

All artifacts should be in one single document.

They can be submitted as links, screenshots, or other types of files.

Artifacts 2 and 3 should show how students will or did use technology to create, collaborate, communicate, think critically or conduct research.

null	Proficient	Basic	Developing
Artifact 1: Lesson Plan without technology	Artifact 1: Lesson plan has a beginning (intro/demo), middle (student practice, work time) and an end (closing, reflection, informal assessment)	Artifact 1: Lesson plan is missing one part: missing a clear beginning (intro/demo), OR middle (student practice, work time) OR an end (closing,	Artifact 1: Lesson does not have a clear beginning (intro/demo), middle (student practice, work time) and an end (closing, reflection, informal

Artifact 2:
Lesson Plan (adapted
to integrate digital
tools)

Artifact 2: Lesson plan
utilizes digital tools in ALL
THREE sections:
beginning (teacher
intro/demo), middle
(student practice/work
time) and an end (closing,
reflection, assessment)
Students use the
technology in a way that
enhances and supports
their learning. This may
include but is not limited
to:
increased engagement,
opportunities to create,
opportunities to share
with an audience outside
of the classroom, more
effective way to collect
formative assessment
data, improve audio visual
experience for students,
streamline a process (for
example providing
feedback to students),
increase peer interactions

reflection, informal
assessment)

Artifact 2: Lesson plan
utilizes digital tools in
only TWO sections of
the three: beginning
(teacher intro/demo),
middle (student
practice/work time) and
an end (closing,
reflection, assessment)

Students use the
technology in a limited
way
The use of technology
supports the students'
learning in a superficial
way

assessment)

Artifact 2: Lesson plan
utilizes digital tools in
only ONE section of the
three: beginning
(teacher intro/demo),
middle (student
practice/work time) and
an end (closing,
reflection, assessment)

Only the teacher uses
the technology

The use of technology
does not support the
students' learning

Artifact 3:
Student work samples

Artifact 3: Student work
samples showcase
students engaging in at
least one of the following:
communication,
collaboration,
critical thinking,
creating,
conducting research
connected to learning or
understanding of the
concepts being taught.

Artifact 3: Student work
samples use digital tools
to produce something
but the project does
not contribute to the
learning or
understanding of the
concepts being taught

Student may use
technology but the
technology is limited to
digital worksheet type
activities (typing
practice, games, digital
flash cards)

Artifact 3: Student work
samples do not use
digital tools or do not
demonstrate a
meaningful connection
to the learning or
concepts being taught

Reflection

500 word limit

Please answer the following questions

How did your students respond to the use of technology?

Was there evidence of increased engagement or deeper learning? Explain.