Instructional Technology Emerging Technology

COMPONENT #: 3-003-387   **POINTS TO BE EARNED:** 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component enables educators to develop an effective process and strategy for education technology integration into a specific curriculum area and to make use of classroom methodology.

Upon successful completion of this professional development activity, the participant will leave the course with a set of resources that assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans. The strategies covered will provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities
☐ Leadership
☐ Resources
☐ Data

X Learning Designs
☐ Implementation
☐ Outcomes

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning
X The Learning Environment
X Instructional Delivery and Facilitation

X Assessment
X Continuous Professional Improvement
☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results
☐ Student Learning as a Priority
☐ Instructional Plan Implementation
☐ Faculty Development
X Learning Environment

☐ Decision Making
X Leadership Development
☐ School Management
X Communication
☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners
X PS 3 – Instructional Planning
X PS 4 – Instructional Delivery and Engagement
X PS 5 – Assessment

X PS 6 – Communication
X PS 7 – Professionalism
X PS 8 – Learning Environment

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IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   X Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Model and teach legal and ethical practice related to technology use.
2. Facilitate equitable access to technology resources for all students.
3. Use content-specific tools, software and simulations to support and enhance the study, analysis and interpretation of data.
4. Access local, state and national standards and correlate them to specific education technology integration lessons.
5. Correlate technology applications with course content material.
6. Plan for the management of technology resources within the context of learning activities.
7. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to develop skills in higher-order thinking, decision making, and problem-solving.
8. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communicating, and productivity.
9. Demonstrate basic skills and understanding of concepts related to technology as described in the International Society for Technology in Education (ISTE) National Education Technology Standards for Students.
10. Demonstrate continual growth in technology through current and emerging technologies.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Review and discuss School Board Rules on appropriate use of technology (SLO 1).
2. Select activities and/or tests appropriate to current teaching assignment and use available tools within the application to make appropriate accommodations that meet the diverse needs of individual students (SLO 2).
3. Navigate the task-bar and identify component parts of specific applications, integrated learning systems, online databases, assessment tools, or productivity tools (SLO 3 & 5).
4. Identify component parts of different types of web-based activities and relate to both specific content standards and technology standards (SLO 4 & 9).
5. Develop and share an implementation plan for student access to technology-based activities for learning (SLO 6).
6. Access specific applications as a student and experience one or more activities and/or test from a student's perspective to develop higher order thinking, decision making, and problem solving (SLO 7).
7. Access specific applications from a teacher/administrator perspective and identify component parts of the program applicable to lesson preparation, teaching, and evaluation of student learning (SLO 8).

8. Maintain a personal list of program trends, strategies, and techniques that are applicable to the teaching assignment or related to the area of interest or field of expertise (SLO 10).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Student learning: Evidence will include samples of student products, classroom projects, and/or data reports that incorporate the specific technology resources introduced in the session.
2. Educator: Evidence will include completed written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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