Integrating Technology Into the Curriculum

COMPONENT #: 3-003-389 **POINTS TO BE EARNED:** 120 MPP

PART I – PLANNING

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

This component is designed to provide educators with the resources and practical tools to integrate educational technology into the curriculum. Participants are exposed to a variety of exemplary technology-infused classroom projects that address national, state, and local content standards, including performance indicators from the technology standards of the International Society for Technology in Education (ISTE).

Upon successful completion of this professional development activity, the participant will be able to utilize a set of adaptable lessons, which includes a variety of evaluative tools to determine effectiveness and optimal student performance. The participant will also be able to develop a plan for creating original content incorporating a wide range of resources and tutorials which may be used in collaborating with other professionals.

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
- X Resources
- ☐ Data
- ☐ 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 Educator (professional growth)
☐ Student learning
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. Demonstrate basic skills and understanding of concepts related to technology as described in the ISTE National Education Technology Standards for Students.
3. Design learning activities that allow students to use technology-enhanced resources to locate, collect, and evaluate information from a variety of sources.
4. Design learning activities that allow students to use a variety of media formats that communicate effectively to multiple audiences.
5. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to higher levels of student achievement.
6. Design developmentally-appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
7. Use technology resources to engage in ongoing professional development and lifelong learning.
8. Use technology-enhanced test preparation and evaluation tools to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
9. Create technology-infused lessons and projects that will support teaching and learning.
10. Plan for the management of technology resources within the context of learning activities.

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. Identify component parts of different types of web-based activities and relate to both specific content standards and technology standards (SLO 2).
3. Gain access to 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 3).
4. Survey, observe, and review technology resources and instructional materials for appropriate application to specific teaching assignment(s) (SLO 4).
5. Create a list of three or more technology-based student products that are aligned to specific content standards and assist in the development of student technology proficiency (SLO 5).
6. Develop and share an implementation plan for student access to technology-based activities for learning (SLO 6).

7. Review and discuss current research and instructional strategies for specific technology applications of techniques (SLO 7).
8. View and assess available reports which provide individual progress available for self-evaluation (SLO 8).
9. Navigate the task-bar and identify component parts of specific applications, integrated learning systems, online databases, assessment tools, and/or productivity tools (SLO 9).
10. Select activities and/or tests appropriate to current teaching assignment(s) and use available tools within the application to make appropriate accommodations that meet the diverse needs of individual students (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. Educator knowledge/skill: Evidence will include demonstration of mastery of the component objectives.
2. Educator: Evidence will include complete 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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