

Instructional Technology Applications

COMPONENT #: 3-003-391

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 allow participants to apply new technology-based strategies to activities for students using district supported applications.

Upon successful completion of this professional development activity, participants will be able to use the district support applications to address the needs of students.

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)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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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. Design learning activities that provide students with new knowledge of the district's Acceptable Use Policy.
2. 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.
3. Create technology-infused lessons and projects that will support teaching and learning.
4. Use content-specific tools, software and simulations to support and enhance the study, analysis and interpretation of data.
5. Use technology-enhanced test preparation and evaluation tools to collect and analyze data, interpret results, communicate findings to improve instructional practice, maximize student learning, and increase professional productivity.
6. Plan for the management of technology resources within the context of learning activities.
7. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to higher levels of student achievement.
8. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
9. Use technology resources to engage in ongoing professional development and lifelong learning.
10. Facilitate equitable access to technology resources for all students.

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 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. 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 3 & 5).
4. Discuss strategies for using ongoing report data to plan instructional strategies that support students (SLO 4).
5. 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 5).
6. Develop and share an implementation plan for student access to technology-based activities for learning (SLO 6).
7. 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 7).
8. Discuss strategies for using report data to plan instructional strategies that support the diverse needs of students (SLO 8).

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9. Review and discuss current research and instructional strategies for specific technology applications of techniques (SLO 9).
10. 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 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 completion of written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor
2. Educator: Evidence will include complete the standard online component evaluation located on the Professional Development Menu and Registration System.

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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