Viterbo University

Graduate Programs in Education Course Syllabus Template

Course Name and Section Number: CESA #4 Digital Learning Series #1: The "Suite" Spot: Google Apps for Education Series

Number of Graduate Credits: 1-, 2-, or 3-credit options

Course Location: CESA #4
                           923 Garland Street
                           West Salem, WI 54669

Course Dates and Times: Four Workshops in the Series: Start Date: November 10, 2015
                                                             End Date: April 21, 2016
                                  All Workshops: 8:30am-3:00pm

- November 10, 2015
- January 19, 2016
- March 8, 2016
- April 21, 2016

Course Format (check one):

          Online   **X** Blended   Face-to-face

If you checked blended or online, have you attended a Viterbo University online instructor session? (Please check yes or no; if you have not attended a Viterbo University online instructor session, but have had other training for online teaching, please provide that evidence):

Certification through UW-LaCrosse - Spring 2013

          X Yes   No

Legal Name of Instructor: Kaye Henrickson

Mailing Address: 923 Garland Street   **Email address:** khenrickson@cesa4.org
                         West Salem, WI 54669

Phone: **Work:** 608-786-4827   **Home:**   **Cell:**

Social Security Number:

Date of Birth:

Series Description:
Workshop #1: *Getting Your Google On (Basics)*
- **WORKSHOP CONTENT**: Basics - starting from scratch - learning about the GAFE suite of apps and what each can do for educators and students; Google account, Chrome browser, Search, Maps, Translate, intro to Google Drive - pick up something new
- **SUMMARY**: So, you have Google Apps for Ed? Come learn how to fully integrate these powerful tools to impact student engagement and achievement in your classroom.

Workshop #2: *Gearing Up Your Google Apps for Ed (GAFE)*
- **WORKSHOP CONTENT**: Gmail, Calendar, Drive Basics, Sites, Blogger
- **SUMMARY**: Shift into high Google gear by moving your GAFE suite forward. The second of our Google Series, digs deeper into everything your schools' GAFE account has to offer. You'll leave with the ability to model to students how they, too, can maximize their GAFE tools!

Workshop #3: *Shake Up Differentiation in Your Classroom with Chrome Apps and Extensions*
- **WORKSHOP CONTENT**: Chrome Apps and Extensions, Assistive and Accommodation Apps/Ext, Chrome Web Store navigation, Customization of Apps Array
- **SUMMARY**: In the third in our Google Series, take your Google goodness one step further with customizing and differentiating your instruction through the power of Chrome Apps and Extensions. Learn how to create quick assistive tools for students of all diverse abilities.

Workshop #4: *Taking it to the Top – Advanced Features for Googling Teachers*
- **WORKSHOP CONTENT**: Furthering DRIVE features (customize Add-ons, scripts, forms, sites features), Google Lit Trips, Google Earth , Google Classroom
- **SUMMARY**: The final of of our Google Series is only the beginning. Learn the advanced features and latest tips and tricks of your GAFEs, how to integrate Google Earth into cross content areas, and customize your entire apps suite to best meet the needs of students in your class.

Texts & Readings:
Recommended:
Advancing Digital Age Teaching. (n.d.). *International Society for Technology in Education: NETS for Teachers.* Retrieved January 21, 2013, from www.iste.org/standards/nets-for-teachers

American Psychological Association (2010). P*ublication Manual of the American Psychological Association* (6th ed).Washington, D.C.: American Psychological Association. (Note that the 6th edition of the APA Manual is a required text for ALL MAEd courses.)

Beach, S. (2012). *The connected educator: learning and leading in a digital age.* Bloomington, IN: Solution Tree Press.

Covili, J. (2012). *Going Google: powerful tools for 21st century learning.* Thousand Oaks,

California: CORWIN, A SAGE Company.

Free Technology for Teachers. (n.d.). *Free Technology for Teachers.* Retrieved January 21, 2013, from http://www.freetech4teachers.com/

Fullan, M. (2009). *The challenge of change: start school improvement now!* (2nd ed.). Thousand Oaks, Calif.: Corwin.

Greaves, T. W. (2012). *Revolutionizing education through technology: the Project RED roadmap for transformation.* Eugene, Or.: International Society for Technology in Education.

Ormiston, M. J. (2011). *Creating a digital-rich classroom: teaching & learning in a web 2.0 world.* Bloomington, IN: Solution Tree Press.

Powerful Learning Practice. (n.d.). *Powerful Learning Practice.* Retrieved January 21, 2013, from http://plpnetwork.com/

Prensky, M. (2010). *Teaching digital natives: partnering for real learning.* Thousand Oaks, Calif.: Corwin.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms.* Thousand Oaks, Calif.: Corwin Press.

sblankenship. (n.d.). *Connected Principals | Sharing. Learning. Leading.* Retrieved January 21, 2013, from http://connectedprincipals.com/ (tags: none | edit tags)

Wagner, T. (2008). *The global achievement gap: why even our best schools don't teach the new survival skills our children need--and what we can do about it.* New York: Basic Books.

Wagner, T., & Compton, R. A. (2012). *Creating innovators: the making of young people who will change the world.* New York: Scribner.

Additionally, timely grounding texts are **<u>required</u> for each workshop. These come from the latest research and data in educational technology and digital learning trends (i.e. Horizon Reports, Research Institute white papers)

Series Objectives:
Participants in this series are expected to…
- Acquire new knowledge, skills, and values necessary to develop an effective technology integration lesson or unit incorporating existing or emerging technologies.

- Design technology integration lesson or unit that is appropriate to learners' differentiated needs, integrates new or emerging technologies, outlines student learning objectives, and addresses appropriate Common Core State Standards, NextGeneration Science Standards, or occupational/discipline standards as appropriate for postsecondary educators.
- Apply appropriate digital literacy skills regarding intellectual property, digital citizenship, copyright, and Internet safety.
- Evaluate online educational resources using the concept of triangulation of data.
- Develop a technology integration lesson or unit that addresses new knowledge and skills to be learned, technologies to be incorporated, and a timeline identifying target completion dates.
- Reflect on current and past practices and plan for integrating the workshop topic focus area into classroom or education related practice.

Participants will finish each workshop with a strong understanding of educational technology and digital literacy, including how to leverage educational technology as a tool to enhance curriculum, thereby increasing information and technology literacy skills of themselves as well as their students. Participants will learn how to access the vast array of educational resources available to them through educational software, the Internet, handheld mobile computers, and digital video and editing. Most importantly, participants will learn how to effectively integrate educational technology tools into their classroom curriculum, increasing their digital literacy skills, engaging learners and increasing student achievement.

Conceptual Framework:
Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

Comparison of InTASC Standards, Wisconsin Teaching Standards, and Iowa Teaching Standards (Please highlight across all standards that will be addressed in the course – Standards will line up regardless of which format the student chooses to use)

InTASC Standards:	Wisconsin Teaching Standards:	Iowa Teaching Standards:
Standard 1: Learner Development	Standard 2: Know how children grow	Standard 4: Instruction that meets multiple learning needs of students
Standard 2: Learning Differences	Standard 3: Know children learn differently	Standard 4: Instruction that meets multiple learning needs of students
Standard 3: Learning Environments	Standard 5: Know how to manage a classroom	Standard 6: Competence in classroom management
Standard 4: Content Knowledge	Standard 1: Know subjects they are teaching	Standard 2: Competence in content knowledge
Standard 5: Application of Content	Standards 1 and 4: Know subjects and know how to teach	Standard 3: Competence in planning and preparing for instruction
Standard 6: Assessment	Standard 8: Know how to test for student progress	Standard 5: Uses methods to monitor student learning
Standard 7: Planning for Instruction	Standard 7: Able to plan different kinds of lessons	Standard 3: Competence in planning and preparing for instruction
Standard 8: Instructional Strategies	Standard 4 and 7: Know how to teach and able to plan different kinds of lessons	Standard 4: Instruction that meets multiple learning needs of students.
Standard 9: Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities
Standard 10: Leadership and Collaboration	Standards 6 and 10: Communicate well and connected with other teachers and the community	Standard 1: Implementation of school district's student achievement goals

For the complete, revised (2011) InTASC Standards, please go to
http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

Outline of Course Content:
For each daylong workshop in the series, students will attend a six-hour face-to-face workshop with CESA #4 trainers as well as complete outside readings and assignments and participate in ongoing online collaborative discussions.

Each series will cover:
- Syllabus and agenda (face-to-face)
- Workshop description and outlined expectations/technology integration rubric (face-to-face)

- Template of technology integration lesson or unit (face-to-face)
- INTASC Standards, Professional Standards, Educator Effectiveness, and/or Common Core or NextGen Standards (face-to-face) crosswalk
- Lesson or unit for implementation reflection of a technology integration project (digital collaboration)
- Reflective essay on past, present, future educational technology pedagogy to increase and further digital literacies for themselves as well as students (digital)
- Continuous and scaffolded professional learning process, taking what is learned in the previous workshop and progress checks to how that learning is being applied in an instructional setting
- Collaboration, communication and creation of unit with continuous support and feedback from instructor and professional learning community (digital)

Assignments and Requirements:
Participants are required to share their technology integration projects with CESA #4 trainers to include a collaborative CESA #4 technology integration resource.

Participants will:
- Attend face-to-face and digital instruction.
- Actively participate in class discussions and all activities, in class and online.
- Thoughtfully and promptly complete the assignments or practice exercises.
- Develop a lesson plan or project designed for classroom instruction or professional development activities. The plan will align to standards and will incorporate one or more tools introduced during each respective workshop.
- Complete written reflections that examine their ideas and experiences during the course and how these ideas apply to their teaching or administrative position and how the project affected their teaching, including any accommodations for future implementation.
- Participate in collaborative resource curation through CESA #4.

Participants will participate in each face-to-face workshop:
- Attend and actively participate in discussions, small groups and collaborations.
- Receive guided exploratory time to evaluate efficacy of technology tools in their classrooms.
- Create a curation of technology tools to integrate into existing curricula.
- Participate in networking session, sharing tech tools with others

Participants will participate online and:
- Identify ISTE NET and curricular (CCCSS/NextGen/Discipline Literacy) Standards that could be reinforced using integrative technologies and identify new digital literacy or 21st Century skills to introduce to students.
- Complete and implement one lesson plan or project integrating one (or more) of the technologies covered in the workshop, including a formative or summative assessment of lesson efficacy.
- Complete one reflective piece that examines their technology integration experience during the course and these experiences apply to their position. This reflective piece will be shared with the

instructor only via Google Docs.
- Complete one online feedback survey following the workshop.

Attendance Policy
Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

Please note class hour requirement: For every hour of class time, there is an expectation of two hours of work time outside of class.

What does this mean?

Credits	Class Time	Out of Class Time
1	12.5 clock hours (750 Minutes)	1800 minutes = 30 clock hours
2	25 clock hours (1500 Minutes)	3600 minutes = 60 clock hours
3	37.5 clock hours (2250 Minutes)	5400 minutes = 75 clock hours

Evaluation Method:

Grading Scale:
A   90-100%
B   80-89%
C   70-79%
F   An "F" is issued to work that is less than "C" quality

Academic Integrity:
Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty for a detailed explanation of this policy.

Effective Instructional Technology Integration
CESA #4 Digital Learning Series Rubric

Criteria	25 Excellent	20-24 Very Good	15-19 Acceptable	0-14 Unacceptable

Class Participation	- Initiates questions that are pertinent to topic - Displays a positive attitude - Appears attentive, on task - Contributes to group discussions/activities - Listens while others speak, acknowledging interest in topic	- Initiates questions - Displays a positive attitude most of the time - Appears attentive, on task - Contributes to group discussion/activities when drawn in by others - Listens while others speak	- Not visibly committed to the workshop but does answer questions when asked and may ask a question on occasion	- Not visibly committed to workshop
Attendance	- Attends entire workshop and is present in online environment	- Attend entire workshop and is present in most online environment	- Attends entire workshop but rarely participates in online environment	- Failure to attend entire workshop or online environment will result in a failing grade.
Application	- Able to connect and apply past learning to present experiences - Gives good examples in workshop as well as online discussions	- Able to make some connections between past and present experiences - Gives good examples.	- Has difficulty making connections between past and present experiences but is willing to listen to others and learn from them	- Does not attempt to make connections between past and present experiences - Is not actively engaged in learning from others.
Completion and Submission of Assignment(s)	- Completes all components of both assignments: Electronic Collaboration and Lesson Plan Submission on time	- Complete all assignments but not submitted on time	- Completes 1 of the 2 assignments	- Does not complete either assignments

TOTAL _____/100

Viterbo Credit Options for CESA #4 Digital Learning Series 2015-2016

REQUIRED
For One (1) Credit (Two Options)
OPTION A

- Attendance all four (4) full-day workshops at CESA #4
- Reflective essay regarding the efficacy of integrating technology into instruction for student learning

- ○ Estimated Hours: 32 hours
- **OPTION B** *(addendum 11/10/15)*
  - ○ Attendance one (1) full-day workshops at CESA #4
  - ○ Reflective essay regarding the efficacy of integrating technology into instruction for student learning (past, present, future)
  - ○ Participation in collaborative activities during the workshop as well as in the online digital learning community
  - ○ Design and implementation of a lesson using class information

For Two (2) Credits:
  - ○ Attendance at all four (4) full-day workshops at CESA #4
  - ○ Reflective essay regarding the efficacy of integrating technology into instruction for student learning
  - ○ Participation in collaborative activities during the workshop as well as in the online digital learning community
  - ○ Estimated Hours: 60 hours

For Three (3) Credits:
  - ○ All of the above
  - ○ Design and implementation of a lesson using class information
  - ○ One of the following Integration or Collaboration activity options:
    a. Complete a reflection essay based on experiences integrating technology for enhanced student learning.
    b. Video record yourself teaching the lesson and submit to CESA #4 staff for review and feedback.
    c. Teach peers (share learned information and select feedback from those in attendance or from students).
  - ○ Estimated Hours: 75-80 hours

Electronic Collaboration Rubric
*Discussions held online using platforms such as Google+ Communities, Today's Meet, GoTo Meeting, Edmodo*****

Criteria	3 Excellent	2 Proficient	1 Basic
Poses meaningful questions	- Relevant - Promotes meaningful discussions among participants	- Reflective questions are pertinent but not resulting in group discussion	- Comments are not relevant to the discussion
Shares innovative ideas connected to technology	- New thinking is evident - Sharing is evidence-based and well-researched	- Ideas are connected to technology based on experience	- Lacks originality - Less connect to technology
Constructive	- Feedback poses	- Feedback confirms	- Feedback offers

| feedback shared with others | relevant suggestions, is evidence-based and promote further discussion from others | participants' comments and promotes some discussion | minimal discussion and promotes little discussion connected to the topic |

Lesson Plan Rubric

Select the focus of the lesson:

Integration: *The purpose of the lesson is to demonstrate competency in integrating technology in the classroom to support and enhance student learning.*

Collaboration: *The purpose of the lesson is to demonstrate competency in using this technology to share with and/or train colleagues to promote integration in their classrooms.*

Complete one lesson for <u>one</u> of the above focuses.

INTEGRATION	3	2	1
Lesson provides details describing how the lesson will be differentiated for high, average and low-ability students.	Lesson clearly specifies levels of differentiation with accommodations for a variety of learners.	Lesson generally specifies levels of differentiation with accommodations for a variety of learners.	Lesson lacks specific clarity among levels of differentiation with little accommodation for a variety of learners.
Includes a section describing how the students will be assessed on the academic standards listed.	Lesson includes a detailed section indicating expectations being assessed citing specific academic standards.	Lesson includes a basic section indicating expectations being assessed citing academic standards.	Lesson does not include a detailed section indicating expectations being assessed and excludes academic standards.
Lesson includes clear sequence of learning tasks involving technology integration for a desired learner outcome.	Clear sequence of learner tasks integrates technology connected to learner outcomes.	Sequence of learned tasks attempts to integrate technology somewhat connected to learned outcomes.	Unclear sequence of tasks that are not related to learner outcomes.

COLLABORATION	3	2	1
Technology is used to enhance communication, collaboration,	Demonstrates knowledge of how technology may be integrated into daily	Demonstrates knowledge of how technology may be integrated in some	Demonstrates limited knowledge of how technology may be integrated in

productivity, presentation skills and reflection of professional practice development.	classroom instruction in a variety of content areas.	classroom instruction scenarios.	classroom instructions.
Curriculum plan includes methods and strategies that address content standards (Common Core) and ISTE NET standards, maximizing collaborative use of technology resources and tools.	Content standards and ISTE NET standards are specifically addressed. The aim of the standards result in collaboration among learners.	Content standards and ISTE NET standards are present but not fully addressed in learned outcomes.	Content standards and ISTE NET standards not adequately addressed in the plan or learner outcomes.
Participants will provide feedback results demonstrating peer-audience reflections and new understandings resulting from technology collaboration.	Results reveal new understanding of technology application and integration provided.	Results reveal confirmation of an understanding of technology application and integration provided.	Results reveal little confirmation of technology application and integration provided.