Technology Integration 101

Competency

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

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Supporting Rationale and 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

Council of Chief State School Officers. Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0
https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

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.
https://cdn2.hubspot.net/hubfs/1818747/Images/Marketing%20Campaigns/Digital%20Citizenship/Digital_Citizenship_Downloadable_10-2016_v11_web.pdf

"ISTE Standards for Educators." ISTE | Standards For Educators. N.p., n.d. Web. 25 June 2017.
https://www.iste.org/standards/iste-standards-for-teachers

Resources

Articles

SAMR Model

Modeling Constructive Online Behavior

The Path to Digital Citizenship

Time-Out & Teaching Self-Regulation

Professional Learning Networks

Common Sense Recognition | Common Sense Education

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Activities/Lessons for digital citizenship

[How cyber-savvy are you?](#)

[Cybersecurity in the Classroom](#)

[NICE Challenge Project – The Workforce Experience Before the Workforce](#)

Activities/Lessons for technology integration

[WebQuest.Org: Home](#)

[Seven Tech Integration Lesson Plans: Let the Voting Begin!](#)

[50 Web 2.0 Sites for Schools](#)

[The Twenty-Five Best Web 2.0 Applications For Education In 2017 – So Far](#)

[6 Steps For Integrating Technology into Your Lesson Plan](#)

[Code.org](#)

[Kathy Schrock's Guide to Everything - Home Page](#)

[Google for Education](#)

Digital tools for informal assessment/reflection

[Play Kahoot!](#)

[Socrative: Home](#)

[Padlet: You are beautiful](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

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Part 1. Overview Questions (Provides Context)

(450-500 words)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.
1. Describe the demographics of your school community. Do all of the classrooms have technology? What is your skill level with educational technology tools? What do you think your challenges will be? How will you overcome your challenges?
2. What is the technical skill level 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?
3. What technology do you have available to use in your classroom?
4. 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/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

*Please do not include any information that will make you or your students identifiable to your reviewers.
Artifact 1: Lesson Plan without Digital Tools
Submit 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. It should have potential for integrating digital tools to achieve the outcomes.
Outcomes should be explicitly stated and success criteria demonstrate understanding of stated outcomes.

The lesson should include these three parts:
- Beginning (teacher intro/demo)
- Middle (student practice/work time)

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- End (closing, reflection, assessment)

Artifact 2: Revised Lesson Plan
Submit the same lesson plan adapted for use with digital tools that you have in your classroom.
Explicitly describe how you are going to use available digital tools in all 3 parts of your lesson.

Artifact 3: Student Work
Three student work samples from the lesson that uses digital tools.
These can be submitted as links, screenshots, or other types of files.
These should show how students used technology to:
- create
- collaborate
- communicate
- think critically or
- conduct research

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Lesson Plan without Digital Tools	Lesson plan offers multiple opportunities for tech integration. Outcomes are explicitly stated and demonstrated through student work. Lesson plan has a -beginning (intro/demo) -middle (student practice, work time) -end (closing, reflection, informal assessment)	Lesson plan may only offer 1 or 2 opportunities to integrate technology into the lesson. Outcomes may not be explicitly stated or are not demonstrated through expected student work.	Lesson does not have a clear beginning (intro/demo), middle (student practice, work time) and an end (closing, reflection, informal assessment)
Artifact 2: Revised Lesson Plan	Lesson plan uses digital tools in the beginning, middle and end of the lesson	Lesson plan only integrates digital tools in 1 or 2 parts of the lesson	Lesson plan utilizes digital tools in a very limited way

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	in a way that improves the learning experience of the student. Student use of technology is critical to their demonstration of outcomes. This may include but 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	Lesson plan uses technology but it isn't an improved learning experience for the students	Only the teacher uses the technology The learning experience is made worse by the integration of technology
Artifact 3: Student Work	Student work samples showcase students engaging in at least one of the following -Communication -Collaboration -Critical thinking -Creating -Conducting research	Students use digital tools to produce something but the project does not contribute to the learning or understanding of the concepts being taught.	Student use of technology was a time filler and not connected to the learning outcomes of the lesson

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

Part 3 Reflection

(400-500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. How did your students respond to the use of technology?
2. Was there evidence of increased engagement or deeper learning? Explain.
3. How did working on this micro-credential impact your classroom instruction?
4. What will you continue to use that you learned while working on this micro-credential in your classroom practice? Why or Why not?

Passing: Answers include specific examples from the lesson used. All questions are addressed completely and there is evidence of educator learning and reflection. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.Writing is organized and easy to understand.