CHARLESTON SOUTHERN UNIVERSITY

EDUC 632 40
Instructional Technology in the Elementary/Secondary School

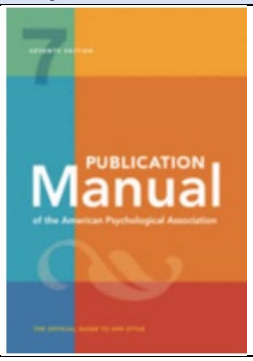
General Information

Department: College of Education
Course Name: Instructional Technology in the Elementary/Secondary School
Course Number: 632
Credit Hours: 3
Approved Major/Minor Credit: None
LAC Requirement: N/A
Prerequisites: None
Instructor:

Course Description

EDUC 632 is an advanced study of best practices, benefits, and implications of technology in schools. An overarching goal of this course is to support school leaders in fully understanding the role of technology in enhancing all aspects of teaching, learning, and school operations. This course is designed to support school leaders as they plan and develop ways to integrate technology and establish policies and procedures that foster the implementation and use of technology devices as leadership, teaching, learning, and evaluation tools.

Course Materials

Required Materials	
	American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 ISBN: 978-1-4338-3216-1

Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard (recommended/supported browsers and Browser check)
D. Microsoft Office
E. CSU Students Community in Blackboard (academic sources, tools, instructions)

Technical Skills Expectations

1. Use a learning management system. CSU uses Blackboard as its LMS. If you are unfamiliar with Blackboard, see the Blackboard Student Guide
2. Use software applications, such as word processing, spreadsheets, presentation, and email.
3. Perform basic computing tasks such as managing files (creating, saving, locating, renaming, and opening different file types) and copying and pasting.
4. Basic troubleshooting skills (e.g., install/uninstall software, reset passwords, run computer software updates, disable/enable pop-up blockers, clear browser's cache, etc.)
5. Send and download attachments.
6. Use online communication tools such as email, discussion forums, and chats.
7. Use Nearpod and Flipgrid for weekly assignments.

Important: CSU Information Technology is pleased to offer tech support to students for Blackboard and MyCSU *24 hours a day, 7 days a week.* Students also have Bucmail support all day, every day.
If you are a student in need of an email password reset or a student needing assistance with Blackboard or MyCSU, ITS is committed to providing technical support when you need it! Bookmark the 24x7 Tech support link to access support via Email, Chat, or Phone.

Conceptual Model

The College of Education has a vision to prepare and sustain the development of candidates who are called to serve as competent, caring educators committed to student success. Candidates who are called to the education profession accept the ethical responsibility to practice and model integrity and Christian values in creating safe and effective learning environments for all students. Competent educators learn continuously and systematically to demonstrate the knowledge, skills and dispositions to create and manage supportive learning environments that result in increased student learning. Caring educators who are taught to see the connections between their daily work and Christian faith serve sensitively and effectively in their roles as educators. They intentionally view their lives as a form of Christian service and strive to provide the best environment to meet the diverse needs of students and the broader educational community. Educators who are committed to student success are advocates for children – learning, leading, and serving in ways that support the entire education community in its pursuit of quality education and increased learning for all.

Faith Integration

Charleston Southern University endeavors to integrate Christian faith in all university activities. The College of Education uses the Great Commission scripture verse to integrate Christian faith in the education program:

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always to the very end of the age."

Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning
2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities
3. Discuss implications and benefits of the new technological advances in education.
4. Evaluate, discuss, and apply the International Society for Technology in Education (ISTE) Standards on grade-level and/or content-area for students, teachers, and administrators.
5. Evaluate technology options for productivity (word processing, spreadsheet, presentation), tutorials, instructional software, data collection software, organizational applications, etc. and identify those that might be most appropriate for your educational situation
6. Examine and analyze various technologies that support content school improvement.
7. Articulate the value of integrating technology consistently in the classroom and school.

Weekly Objectives and Tasks

Week 1

Objectives

By the end of this unit, you should be able to:

1.1 Show comprehension and knowledge application of the ISTE Standards.
1.2 Engage in discussion with peers regarding the ISTE Standards.
1.3 Find answers to questions using the syllabus
1.4 Produce an introduction video for the class.
1.5 Show comprehension of the functions of the digital library and library guide.

Tasks

1. Watch "Start Here" videos.
2. Watch Introduction Video
3. Read posted materials.
4. Complete Lecture and video quiz.
5. Complete Library video quiz.
6. Watch the "Technology Adoption" assignment video.
7. Complete Discussion Board
8. Complete "Syllabus Scavenger Hunt"
9. Complete "ISTE Standards" Activity
10. Create and post an introduction video in the discussion board.

Week 2

Objectives

By the end of this unit, you should be able to:

2.1 Show comprehension and knowledge application of choosing and implementing technology systems.

2.2 Engage in discussion with peers regarding choosing and implementing technology systems.
2.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 1 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board.
6. Turn in "Technology Adoption" assignment.

Week 3

Objectives

By the end of this unit, you should be able to:

3.1 Show comprehension and knowledge application of best practices with technology.
3.2 Engage in discussion with peers regarding best practices with technology.
3.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 2 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board.
6. Watch "More Than an Email" assignment video.

Week 4

Objectives

By the end of this unit, you should be able to:

4.1 Show comprehension and knowledge application of current trends of technology.
4.2 Engage in discussion with peers regarding current trends of technology.
4.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 4 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board
6. Turn in "More Than an Email" assignment.
7. Watch "Current Trends and Best Practices" assignment video.

Week 5

Objectives

By the end of this unit, you should be able to:

5.1 Show comprehension and knowledge application of student achievement and technology.
5.2 Engage in discussion with peers regarding student achievement and technology.
5.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video

2. Read posted materials.
3. Read Chapter 5 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board
6. Work on "Current Trends and Best Practices" assignment.

Week 6

Objectives

By the end of this unit, you should be able to:

6.1 Show comprehension and knowledge application of gaming in education.
6.2 Engage in discussion with peers regarding gaming in education.
6.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 6 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board
6. Turn in "Current Trends and Best Practices" assignment.
7. Watch "Data Analysis and Solutions" assignment video.

Week 7

Objectives

By the end of this unit, you should be able to:

7.1 Show comprehension and knowledge application of online learning spaces.
7.2 Engage in discussion with peers regarding online learning spaces.
7.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 7 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board
6. Work on "Data Analysis and Solutions" assignment.
7. Watch the "Technology Plan" assignment video.

Week 8

Objectives

By the end of this unit, you should be able to:

8.1 Show comprehension and knowledge application of integrating and evaluating technology.
8.2 Engage in discussion with peers regarding integrating and evaluating technology.
8.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 8 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board

6. Work on "Data Analysis and Solutions" assignment.
7. Work on "Technology Plan" assignment.

Week 9

Objectives

By the end of this unit, you should be able to:

9.1 Show comprehension and knowledge application of school, society, and technology.
9.2 Engage in discussion with peers regarding school, society, and technology.
9.3 Show knowledge of APA format.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Read Chapter 9 of the APA Publication Manual and complete the quiz.
4. Complete Lecture video quiz.
5. Complete Discussion Board
6. Turn in "Data Analysis and Solutions" assignment.
7. Work on "Technology Plan" assignment.
8. Watch "Leading with Technology" assignment video.

Week 10

Objectives

By the end of this unit, you should be able to:

10.1 Show comprehension and knowledge application of leading adult learners.
10.2 Engage in discussion with peers regarding leading adult learners.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Complete Lecture video quiz.
4. Complete Discussion Board
5. Work on "Leading with Technology" assignment.
6. Work on "Technology Plan" assignment.

Week 11

Objectives

By the end of this unit, you should be able to:

11.1 Show comprehension and knowledge application of security, safety, and technology.
11.2 Engage in discussion with peers regarding security, safety, and technology.

Tasks

1. Watch Introduction Video
2. Read posted materials.
3. Complete Lecture video quiz.
4. Complete Discussion Board
5. Work on "Leading with Technology" assignment.
6. Work on "Technology Plan" assignment.

Week 12

Objectives

By the end of this unit, you should be able to:

12.1 Show progress toward completion of the technology plan assignment.

Tasks

1. Watch Introduction Video
2. Complete Discussion Board
3. Turn in "Leading with Technology" assignment.
4. Work on "Technology Plan" assignment.

Week 13

Objectives

By the end of this unit, you should be able to:

13.1 Show progress toward completion of the technology plan assignment.

Tasks

1. Watch Introduction Video
2. Complete Discussion Board
3. Work on "Technology Plan" assignment.

Week 14

Objectives

By the end of this unit, you should be able to:

14.1 Complete the technology plan assignment.

Tasks

1. Watch Introduction Video
2. Complete Course Evaluation
3. Turn in "Technology Plan" assignment.

Grading

Detailed instructions, explanations, and rubrics for each assignment are posted in Blackboard. All assignments are weighted toward a final average. Work will be graded within one week of submission.

Assignment	Percentage
Technology Adoption	**10**
More Than an Email	**10**
Discussion Boards, Video Quizzes, and other Assignments	**10**
Leading with Technology Paper	**15**
Current Trends & Best Practices Paper	**15**
Data Analysis & Solutions	**20**
Technology Plan	**20**

Grading System

A = 93-100

B+ = 90-92
B = 85-89
C = 84-77
D = 70-76
F = Below 70

Course, Department, and University Policies

Academic Integrity

Charleston Southern University abides by both Undergraduate and Graduate Academic Integrity policies. Refer to CSU Student Handbook regarding Guidelines for the Research Paper, A Community of Honor, and the Academic Integrity Policy. Students will have a right to appeal any removal from the program but will follow the policy provided in the Student Handbook related to the appeal processes.

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source, including the Internet, by a student with the intent of aiding himself/herself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, music composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

Violations of this policy will result in academic discipline, up to and including expulsion from the University.

For more information on procedures and violation appeals, refer to the Student Handbook.

Attendance Policy

Online:

Student participation is crucial in an online course. Students are expected to log in to their course(s) daily and complete readings and assignments. Students are also expected to check their BUCmail daily.

Any student who does not log into his/her courses for 14 consecutive days will be awarded a grade of FA (Failure due to Absences). For more information, please see the CSU Excessive Absence Policy.

Final Exam Policy

Final project must be turned in by the due date specified in the syllabus. No late assignments will be accepted. Failure to complete the final project will negatively impact your grade.

Makeup Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

A. Late assignments submitted within one week after the due date will receive a 10% deduction.
B. Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
C. Assignments submitted two weeks late or after the final date of the course will not be accepted.
D. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

Netiquette Policy

Charleston Southern University (CSU) holds its students, faculty and staff to the highest standards of conduct and expects all to demonstrate courteous behaviors and practices in online communications. CSU's "netiquette" (Internetetiquette) policy includes guidelines and recommendations for online communications. Being respectful, thoughtful, meaningful and ethical are fundamental to good netiquette.
CSU's basic netiquette rules are:

- Course communications are for internal use only and considered confidential. Do not forward or quote discussion posts, emails or other course communications to outside parties.
- Never share personal login usernames, IDs or passwords.
- Do not type in all capital letters. It is perceived online as shouting.
- Use proper capitalization, grammar, spelling, and punctuation conventions for professional communications.
- Avoid texting jargon or abbreviations without explanation.
    - Incorrect: CSU is a wonderful university.
    - Correct: Charleston Southern University (CSU) is a wonderful university.
- Be mindful of sending emails. Ensure that content is relevant and pay attention to Reply versus Reply All.

- BucMail is the only email allowed for course communications. Other platforms (Yahoo, Gmail, etc.) are prohibited.
- In video conferencing, mute your microphone when not speaking.
- Differing views are natural and welcome in discussion boards. Be respectful in your comments—even if you disagree or dislike someone's position on a topic.
- Respect the time and availability of students, faculty, and staff. Emails should be addressed within 24 hours of receipt. Keep in mind that traditional faculty work hours are 8 a.m.-5 p.m. EST.

See all course, department, and university policies located in Blackboard and the Student Handbook.

Disability Services

Any student who may need accommodations, should review the requirements/procedures provided on the Disability Services' website. Once a student has been approved to receive accommodations through Disability Services, he/she will need to contact the course instructor.

Nondiscrimination Policy and Student Rights

Charleston Southern University does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis. Inquiries regarding the non-discrimination policies should be directed to Latitia R. Adams, Title IX Coordinator, 843-863-7374, ladams@csuniv.edu. Students should refer to the CSU Student Handbook to be fully informed of their rights and remedies.

NCAA Student-Athletes and Other Students on Official University Business

Reasonable accommodations will be made for student-athletes and other students on official university business. Any student who is an NCAA athlete should notify me with a list of all expected team travel and planned absences within 10 days of the start of class.

Evaluations

In order to pursue our mission of 'Academic Excellence in a Christian Environment', it is important that we receive feedback from students to let us know how are doing. In order to save time and paper this process is online, and should be available sometime in the second half of the semester. Students are strongly encouraged to complete the short evaluation, which is entirely anonymous. Your professor will let you know when this is active, and you can then access it through your MyCSU account. We greatly value your opinion!

Course Assignments

Flipgrid Assignment

Rationale:

You will be required to synthesize and discuss your thoughts on various readings throughout your program. This assignment will help you work on summarizing readings in addition to hearing the thoughts of others.

Assignment Description:

Each student will be placed in a grouping of 3-4 peers. This group will remain the same throughout the course. There will be discussion board assignments throughout the course. Each week a group leader will record a 2-3 minute response to the assigned articles and meet the required posting deadline to be completed by Saturday by noon of each week. The other members of the group must watch the group leader's response and create their own 2-3 minute response. Substantive, reflective thinking is the goal of this assignment, as well as "listening" and communicating with peers. Due to the small number of candidates in each group, it is expected that a reflective response is made on each posting. The group discussion must reflect a synthesis of assigned readings, class instruction and application of knowledge.

*Points received on flipgrid assignments will reflect the quality of the initial post or thoughtfulness of responses.

Questions to consider for postings:

1. What is the purpose of the articles?
2. According to the author(s), why is this purpose important (i.e., what is the rationale for doing this work)?
3. What conclusions can be drawn from the work?
4. In your opinion:
    a. What are the strengths of this work?
    b. What are the weaknesses of this work?

Groups:

Weeks	Elementary Supervision	Group 2	Group 3

1, 4, 7, 10	Alyssa	Carly (Secondary)	
2, 5, 8, 11	Jared	Michelle (Teacher)	
3, 6, 9, 12	Kelly		

Grading Rubric:

	Exemplary 100	**Proficient 92**	**Needs Improvement 84**	**Unsatisfactory 76**
Completeness (10%)	Meets 2-3 minute post.	Under or over time limit by 30 seconds.	Under or over time limit by 45 seconds.	Under or over time limit by more than 45 seconds.
Content Knowledge (50%)	Demonstrates a comprehensive knowledge of the content through well-developed initial video or responses	Demonstrates an adequate knowledge of the content through initial video or responses	Demonstrates an limited knowledge of the content through initial video or responses	Demonstrates little or no understanding of the content
Preparation (40%)	Demonstrates thorough initial video or response shows that text has been read	Demonstrates an adequate initial video or response shows that text has been read	Demonstrates a limited initial video or response	Demonstrates lack of preparation

ISTE Standards Activity

Directions: Read each scenario. Determine which set of standards are most appropriate (Students, Educators, Educational Leaders, or Coaches). Choose a specific standard for alignment from that set of standards. Then, explain why that standard was chosen and why it is a good fit for the scenario. Be aware there may be more than one correct answer. Each scenario is worth 10 points. The first one has been completed for you. Also, be sure to answer the question at the bottom of the page.

Scenario	Set of Standards	Specific Standard	Explanation
Adrianna has been working on her online assignment in the classroom. She looks up a picture she wants to use and is sure to cite the creator of the graphic.	Students	Digital Citizenship 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Digital citizenship is a good choice for this scenario because Adrianna is choosing to use a graphic from the internet, but is choosing to cite the source showing respect for digital property.
Manuel is working on meeting student needs through regularly assessing his students. He plans to use a variety of technological tools in the upcoming year to assess his class daily to adjust his instruction to meet their needs.			
Josiah went to a training over the summer to learn about using digital technology in the classroom. At the start of the year he designs a survey to see if anyone is interested in learning about new educational technology. He has some interest and begins working with those who showed interest to design learning environments for students that actively engage students with technology.			
Miller has the opportunity to visit some schools. On his visit he notices some			

teachers who are creating a significant impact on their students through technology use. He decides to send them emails when he returns to school acknowledging them and asking how they began their journey.			
Mark sends out a weekly email to all of the faculty and staff in his school. In this email he shares successes of the week, areas of improvement, and celebrations. This year he plans to include a section on best practices.			
Marco is designing a presentation and wants to ensure his audience is paying attention. He looks for a variety of tools and settles on Nearpod because he can ask the audience for feedback through the use of Nearpod during the presentation.			
Jasmina has a vision to improve her school. In order to meet her goal she knows she will need help. She begins to develop relationships with parents, community partners, school leaders, and businesses.			
Tavian is writing a paper and looking for sources to support his claim. He finds a website that supports his claim, but upon looking closer he is not sure the source is credible so decides not to use the source.			
Sarah Beth has been concerned about the learning outcomes of her students. She sought out a research based training to support her growth			

and development which she plans to attend and implement some of the strategies she learns.			

Directions: Answer the questions in their entirety. The question is worth 10 points each.

1. As an educational leader, why is it critical that you have an understanding of all of the ISTE standards? In what ways might you use the ISTE standards as an educational leader? Include two specific examples and reference the standards they support.
2. As an educational leader, which standard do you feel most comfortable implementing and why? Which standard do you feel least comfortable implementing and why?

Technology Adoption

Description/Rationale:
Technology is prevalent in schools around the world. That being said, it is not always used appropriately, or the best tool is not in place for the present situation. Therefore, as leaders in your school, it is your responsibility to evaluate technology and determine alternative and/or improved methods of using technology. In addition, it will be your responsibility to convince the powers that be to adopt the technology.

Course Objective Alignment:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning
2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities
3. Discuss implications and benefits of the new technological advances in education.
4. Evaluate, discuss, and apply the International Society for Technology in Education (ISTE) Standards on grade-level and/or content-area for students, teachers, and administrators.
5. Evaluate technology options for productivity (word processing, spreadsheet, presentation), tutorials, instructional software, data collection software, organizational applications, etc. and identify those that might be most appropriate for your educational situation
6. Examine and analyze various technologies that support content school improvement.
7. Articulate the value of integrating technology consistently in the classroom and school.

Assignment (10% of your Grade):
You are being tasked with taking a good look at your school. Consider the technology in place and whether it is working appropriately. Find technology that is being used in your school that might need to be updated or removed so new technology can be introduced. This could include hardware (computers, chromebooks, iPads, Smartboards, etc) or software (Microsoft, Google Docs, Powerschool, Math Inventory, etc). You will then be asked to give a 5-6 minute presentation during one of our online sessions attempting to convince the powers that be (your classmates) to adopt the technology. Be sure to provide the following information:

- What original piece of technology did you choose and why?
- What would you replace or upgrade and why?
- Why is the replacement or upgrade superior to the current technology?
- Is there an increased cost for the replacement or upgrade? If so, what is the cost and is it feasible?
- How does the inclusion of this technology support the ISTE standards? Specifically which one(s)?
- Please include a picture of the current technology and proposed technology.
- Try to come up with a unique idea or a method to save money for your school.

Submit your graphic to Blackboard. See the Rubric Below

Technology Adoption Rubric

	Exemplary 100	**Proficient 90**	**Needs Improvement 84**	**Unsatisfactory 76**
Original Technology 15%	Original technology is clearly and concisely described including	Original technology mostly described including what it is	Original technology somewhat described including what it is used	Original technology is not well described and it is unclear how the

	what it is used for and how it works.	used for and how it works.	for and how it works.	technology is used.
Why Replace? **15%**	Description of why the technology should be replaced is clear and convincing.	Description of why the technology should be replaced is mostly clear and convincing.	Description of why the technology should be replaced is somewhat clear and convincing.	Description of why the technology should be replaced is not clear and convincing.
New Technology **15%**	New technology is well described, innovative, and includes how it would be an improvement.	New technology is mostly described, somewhat innovative, and includes how it would be an improvement.	New technology is somewhat described including how it would be an improvement.	New technology is not well described and it is unclear how it will be an improvement.
Cost **15%**	Cost differences are clearly outlined and ideas of how to cover additional costs or initial fees are addressed.	Cost differences are mostly outlined and ideas of how to cover additional costs or initial fees are addressed.	Cost differences are somewhat outlined and ideas of how to cover additional costs or initial fees are addressed.	Cost differences are not outlined and ideas of how to cover additional costs or initial fees are not addressed.
ISTE Standards **15%**	An ISTE standard from all three categories (students, teachers, teacher leaders) is included in the presentation and clearly align with the technology adoption.	An ISTE standard from two categories (students, teachers, teacher leaders) are included in the presentation and mostly align with the technology adoption.	An ISTE standard from two categories (students, teachers, teacher leaders) are included in the presentation and somewhat align with the technology adoption.	An ISTE standard from one category (students, teachers, teacher leaders) is included in the presentation and the alignment with the technology adoption is unclear.
Graphic **15%**	Graphic is included of the current technology and proposed technology with a brief demonstration.	Graphic is included of the current technology and proposed technology.	Graphic is included of the current technology or proposed technology.	No graphic included.
Voice **5%**	Voice is clear and easily heard.	Voice is mostly clear and easily heard.	Voice is somewhat clear and easily heard.	Voice is not clear and difficult to hear.
Time **5%**	Presentation was between 5 and 6 minutes.	Presentation was 30 seconds under or over.	Presentation was 1 minute under or over.	Presentation was more than 1 minute under or over.

More Than an Email

Description/Rationale:
As a leader in your school, you will be required to send information to various parties. This might include parents, teachers, leadership, etc. Often, the receiver will skim through the information and miss critical information. A simple way to avoid this issue is to create a voice memo with a simple graphic that either displays critical information, or enhances the engagement.

Course Objective Alignment:

3. Discuss implications and benefits of the new technological advances in education.
5. Evaluate technology options for productivity (word processing, spreadsheet, presentation), tutorials, instructional software, data collection software, organizational applications, etc. and identify those that might be most appropriate for your educational situation
6. Examine and analyze various technologies that support content school improvement.
7. Articulate the value of integrating technology consistently in the classroom and school.

Assignment (10% of your Grade):
For this assignment, you will find a scenario in which you need to send information via email to a population of students, parents, or leadership. You will design an infographic (what is an infographic?) presenting the information you might have included in the email using Canva or Design Bold or another platform of your choice. Then, you will use either Screencast-o-matic, Vidyard, or another platform of your choice to voice record your voice explaining the information provided in the infographic. Reflect upon the following questions: What was simple/challenging about this assignment? What are some of the benefits/drawbacks of using recordings in lieu of email? Submit your video, Infographic, and reflection to Blackboard. **Be sure to review the rubric below.**

Things to consider:

1. Taking a screenshot of your infographic:
    a. You may not be able to download your infographic, but you can take a screen shot.
        i. On a Mac use Shift, Command, 4 all pressed at the same time. Then, highlight the area you want to take a picture of with the mouse pad. When you let go it will take the screen shot and place it on your desktop.
        ii. For a PC use the Snipping Tool. Highlight the area you want to take a picture of with the mouse pad. When you let go it will take the screen shot and place it on your desktop.
2. Submission
    a. Put your screen shot of your infographic into a Word document
    b. Add the link for the video in the Word document (Do not submit an MP4)
    c. Include your reflection in the Word document

Example: Sample 1

More Than an Email Rubric

	Exemplary 100	**Proficient 92**	**Needs Improvement 84**	**Unsatisfactory 76**
Infographic 20%	Infographic is clear and concise. The graphic is	Infographic is mostly clear. The	Infographic is somewhat clear. The graphic is	Infographic is disorganized. The

	well designed and easy to read.	graphic is mostly well designed and easy to read.	somewhat well designed and easy to read.	graphic is difficult to read.
Content/Recording 30%	Content is clear and concise. Speaking rate is appropriate for the listener. Information is provided without extraneous information included.	Content is mostly clear and concise. Speaking rate is slightly fast or slow for the listener. Information is provided with some extraneous information included.	Content is somewhat clear and concise. Speaking rate is moderately fast or slow for the listener. Information is provided with extraneous information included.	Content is unclear and disorganized. Speaking rate is difficult to understand. Many pieces of extraneous information are included.
Technology 10%	-Infographic screenshot is included -Voice recording link is included -Voice recording link works properly -Technologies are appropriate for the assignment	3 of the 4 criteria are met.	2 of the 4 criteria are met.	1 of the 4 criteria are met.
Reflection 20%	Reflection is well thought out and includes more than 5 benefits and drawbacks of using recorded messages versus email.	Reflection is mostly thought out and includes 4-5 benefits and drawbacks of using recorded messages versus email.	Reflection is somewhat thought out and includes less than 3 benefits and drawbacks of using recorded messages versus email.	Reflection is not well thought out and does not include benefits and drawbacks of using recorded messages versus email.
Convention Errors 10%	Reflection is free of convention errors.	Reflection has 1-2 convention errors.	Reflection has 3 convention errors.	Reflection has more than 3 convention errors.
Timeliness 10%	Assignment is submitted by the due date/time			Assignment is submitted after the due date/time

Current Tech Trends & Best Practices Paper

Description/Rationale:
As a leader in your school, you will be tasked with keeping up with current trends and best practices in terms of technology. For this assignment, you will need to identify effective technology trends or best practices practices and then write a paper which synthesizes your findings.

Course Objective Alignment:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning
2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities
3. Discuss implications and benefits of the new technological advances in education.
7. Articulate the value of integrating technology consistently in the classroom and school.

Assignment (20% of your Grade):
Research current trends in educational technology, applications, and current best practices related to technology integration. Specifically identify findings specific to leadership in educational technology in K-12 sectors **pertaining to your degree**. You should review five significant technology trends, applications, and or best practices from peer-reviewed journals **(attach your journal articles to your submission**). Your paper should be written in an academic tone (no first person pronouns) and include: a title page, a reference list, an introductory paragraph as well as a conclusion paragraph to bring your paper together, with your review paragraphs in the middle using appropriate APA headings. References should be cited throughout according to APA format.

Each trend, application, or best practice should include the following:

- 1 paragraph overview of the trend, application, or best practice
- 2 paragraph application of how the trend, application, or best practice could improve upon instruction, assessment, evaluation, or school operations.
- At minimum of one ISTE standard connection and how the trend connects to the ISTE standard.

*Include a minimum of 5 references and adhere to APA 7 formatting. Paper must be submitted to Blackboard under Assignment Submission.

Be sure to review the rubric below. Paper must be submitted in a Word and PDF document.

Current Tech Trends & Best Practices Rubric

	Exemplary 100	Proficient 92	Needs Improvement 84	Unsatisfactory 76
Introduction **10%**	The paper includes a comprehensive introduction that sets the stage for the work to be shared and provides readers with a clear and systematic framework for how the paper will be structured	The paper includes an introduction that sets the stage for the work to be shared and provides readers with a framework for how the paper will be structured	The paper includes a vague or basic introduction that fails to provide readers with a framework for how the paper will be structured	The does not include an introduction or fails to provide readers with a framework for how the paper will be structured
Technologies Reviewed **40%**	Includes five significant technology trends, applications, and or best practices. Each trend/practice is exceptionally defined in terms of overview and application.	Includes four significant technology trends, applications, and or best practices. Each trend/practice is clearly defined in terms of overview and application.	Includes three significant technology trends, applications, and or best practices. Each trend/practice is mostly defined in terms of overview and application.	Includes less than three significant technology trends, applications, and or best practices. Each trend/practice is lacking in terms of overview and application.
Conclusion **10%**	The paper includes a comprehensive conclusion that synthesizes the significant findings in the paper as well as provides next steps for the newfound knowledge	The paper includes a conclusion that synthesizes the significant findings in the paper	The paper includes a conclusion but fails to synthesize the significant findings in the paper	The paper does not include a conclusion
ISTE Standards **20%**	An ISTE standard is included for all 5 trends/practices. Connection between the standards and trends/practices is clear.	An ISTE standard is included for 4 trends/practices. Connection between the standards and trends/practices is mostly clear.	An ISTE standard is included for 3 trends/practices. Connection between the standards and trends/practices is somewhat clear.	An ISTE standard is included for 2 trends/practices. Connection between the standards and trends/practices is unclear.
APA/Conventions **10%**	Paper is free of APA or Conventions errors	Paper has one or two APA or Conventions errors	Paper has three or more APA or Conventions errors	Paper has significant APA or Conventions errors
Timeliness/Journal Articles **10%**	Assignment is submitted by the due date/time with journal articles attached.	Assignment is submitted late or journal articles are not attached.		Assignment is submitted late and journal articles are not attached.

Data Analysis and Software Project

Description/Rationale:
As a leader in your school, you will be asked to look at data and determine what to do with the data. This might be data at the school level, curriculum level, district level, or classroom level. Therefore, it is critical that you can read and interpret data and develop a plan to address the data.

Course Objective Alignment:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning
2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities
3. Discuss implications and benefits of the new technological advances in education.
5. Evaluate technology options for productivity (word processing, spreadsheet, presentation), tutorials, instructional software, data collection software, organizational applications, etc. and identify those that might be most appropriate for your educational situation
6. Examine and analyze various technologies that support content school improvement.
7. Articulate the value of integrating technology consistently in the classroom and school.

Assignment (20% of your Grade):
Look around your school and locate some data for use in this project. This might be school-wide data from bullying incidents, suspension or referrals, baseline test scores, data from a program you use in your school, pretest scores from a classroom, or a myriad of other types of data collected within a school. Your job is to create three **different** types of charts/tables for the data. This might be bar graphs, line plots, pie charts, box-and-whisker plots, tables, etc. To create these tables/charts you can use a program **such as** Microsoft Excel.

Once you create the charts/tables you will design a presentation including the charts (Charts should be created and labeled using APA 7 format). You will discuss the findings from the charts in a 5-7 minute recording. Please refer to the charts throughout your discussion of your findings. Once you have thoroughly discussed the findings you will discuss problems within the data. For example, if you are looking at testing data you might find students who are struggling. If you are looking at bullying you might find a certain population to be the target.

After identifying a problem or multiple problems within the data it will be your job to identify a solution incorporating technology. This might be a program to help struggling students or a program for teachers to use that helps make the school a safe environment. Outline the problem and describe the technology including how it will help solve the problem. Be sure to include the **cost** of the technology within your presentation. Also, be sure to include how it connects to at minimum one of the **ISTE Standards.**

Submit your presentation and recording to Blackboard.
See the Rubric Below

Data Analysis and Software Rubric

	Exemplary 100	**Proficient 92**	**Needs Improvement 84**	**Unsatisfactory 76**
Data 20%	Data is clearly described in detail so the reader can determine where the	Data is mostly described so the reader can determine	Data is somewhat described so the reader can determine where the	It is unclear where the data originated and what it represents.

	data originated and what it represents.	where the data originated and what it represents.	data originated and what it represents.	
Charts/Tables 20%	**At least three different** charts/tables are included. All are well-labeled and easy to read and follow APA format.	At least two charts/tables are included. Most are well-labeled and easy to read and follow APA format.	At least one chart/table is included. Some are well-labeled and easy to read and follow APA format.	No charts/tables or the charts/tales are difficult to understand and do not follow APA format.
Interpretation 20%	Interpretation of the data is clear and detailed addressing each individual chart/table and the highlights and challenges of the data.	Interpretation of the data is mostly clear addressing each individual chart/table and the highlights and challenges of the data.	Interpretation of the data is somewhat clear addressing each individual chart/table and the highlights and challenges of the data.	Interpretation of the data is unclear and does not address each individual chart/table or highlights and challenges of the data.
Solution 20%	Solution is well-thought out and described including the benefits. Technology is included and the cost of the solution is discussed in detail. An ISTE standard clearly aligns.	Solution is mostly well-thought out and described including the benefits. Technology is included and the cost of the solution is discussed. An ISTE standard mostly aligns.	Solution is somewhat well-thought out and described including the benefits. Technology is included and the cost of the solution is somewhat discussed. An ISTE standard mostly aligns.	Solution is not well-thought out and described. Technology is included, but the cost of the solution is not discussed. ISTE standard alignment is unclear.
Presentation/Link 5%	Presentation and link are both included in the submission. Both the presentation and link open easily.	Presentation and link are both included in the submission. The presentation or link does not open easily.	Presentation and link are both included in the submission. Neither the presentation nor link open easily.	Either the presentation or link is missing.
Time 5%	Presentation was between 5 and 7 minutes.	Presentation was 30 seconds under or over.	Presentation was 1 minute under or over.	Presentation was more than 1 minute under or over.
APA/Conventions 5%	Paper is free of APA or Conventions errors	Paper has one or two APA or Conventions errors	Paper has three or more APA or Conventions errors	Paper has significant APA or Conventions errors
Timeliness 5%	Assignment is submitted by the due date/time			Assignment is submitted after the due date/time

Leading with Technology Paper

Description/Rationale:
As a leader in your school, you will be required to not only determine the technology to be used, but to also support others in embracing the technology. Some will be resistant, some will be scared, and others willing to get started immediately. It is your job to support both sets of individuals in addition to all of the individuals in between.

Course Objective Alignment:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning
2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities
3. Discuss implications and benefits of the new technological advances in education.
4. Evaluate, discuss, and apply the International Society for Technology in Education (ISTE) Standards on grade-level and/or content-area for students, teachers, and administrators.

7. Articulate the value of integrating technology consistently in the classroom and school.

Assignment (15% of your Grade):
Research various frameworks, strategies, or methods to help others embrace technology. Specifically, you should identify how to support those who will be under your leadership given the degree you are seeking. This might include support systems, discussion methods, professional development, etc. Find four different methods to support others in embracing technology. Each method should be described and explain how it supports embracing technology. As part of your framework for each method include how an ISTE standard applies and supports the move toward incorporating technology. Synthesize your findings in a 4-6 page double spaced paper **(attach your journal articles to your submission**). Your paper should be written in an academic tone (no first person pronouns) and include: a title page, a reference list, an introductory paragraph as well as a conclusion paragraph to bring your paper together, using appropriate APA headings. References should be cited throughout according to APA format.

*Include a minimum of 4 references and adhere to APA 7 formatting. Paper must be submitted to Blackboard under Assignment Submission.

Be sure to review the rubric below; Include Sources with your assignment; Be sure to include a reference page

Leading with Technology Rubric

	Exemplary 100	Proficient 92	Needs Improvement 84	Unsatisfactory 76
Introduction 10%	The paper includes a comprehensive introduction that sets the stage for the work to be shared and provides readers with a clear and systematic framework for how the paper will be structured	The paper includes an introduction that sets the stage for the work to be shared and provides readers with a framework for how the paper will be structured	The paper includes a vague or basic introduction that fails to provide readers with a framework for how the paper will be structured	The does not include an introduction or fails to provide readers with a framework for how the paper will be structured
Description of Support 40%	All four frameworks, strategies, or methods of support should include a description of the method, how it supports embracing technology, and a citation.	Three of the frameworks, strategies, or methods of support should include a description of the method, how it supports embracing technology, and a citation.	Two of the frameworks, strategies, or methods of support should include a description of the method, how it supports embracing technology, and a citation.	One of the frameworks, strategies, or methods of support should include a description of the method, how it supports embracing technology, and a citation.
Conclusion 10%	The paper includes a comprehensive conclusion that synthesizes the significant findings in the paper as well as provides next steps for the newfound knowledge	The paper includes a conclusion that synthesizes the significant findings in the paper	The paper includes a conclusion but fails to synthesize the significant findings in the paper	The paper does not include a conclusion
ISTE Standards 20%	Each of the four methods has at least two standards identified to align with methodology of including technology and is clearly aligned to the chosen method.	Each of the four methods has one standard identified to align with methodology of including technology and is clearly aligned to the chosen method.	Each of the four methods has one standard identified to align with methodology of including technology and is Mostly aligned to the chosen method.	Each of the four methods has one standard identified to align with methodology of including technology and is not clearly aligned to the chosen method.
APA/ Conventions 10%	Paper is free of APA or Conventions errors	Paper has one or two APA or Conventions errors	Paper has three or more APA or Conventions errors	Paper has significant APA or Conventions errors
Timeliness 10%	Assignment is submitted by the due date/time			Assignment is submitted after the due date/time

School Technology Plan Assignment

Description/Rationale:
As a leader in your school it will be your responsibility to connect technology standards to teaching. In addition, you may be asked to help determine technology to be adopted or retired. Therefore, it is critical that you consider how the ISTE Technology Standards affect teaching and learning.

Course Objective Alignment:

1. Synthesize learning from peers, class activities, discussions, and readings and research information to develop one's own learning

2. Synthesize, apply, and reflect in discussions and writings with theory into practice opportunities

3. Discuss implications and benefits of the new technological advances in education.

4. Evaluate, discuss, and apply the International Society for Technology in Education (ISTE) Standards on grade-level and/or content-area for students, teachers, and administrators.

5. Evaluate technology options for productivity (word processing, spreadsheet, presentation), tutorials, instructional software, data collection software, organizational applications, etc. and identify those that might be most appropriate for your educational situation

Assignment (20% of your Grade):
After reviewing ISTE's standards for Administrators, Educators, and Students, take a look at the example of a school technology plan from a local elementary school. While this example is not perfect and is missing some components from the template, you will be able to get an overall idea as to what is expected. As a school leader, depending upon your district, will be tasked with creating a school technology plan for your building and/or teachers. This is often a collaborative effort between principals, assistant principals, media specialist, technology specialists, team leads, and coaches.

You will work with your discussion groups to create a technology plan for your school. Use the developed template, rather than the example, since it is missing some important pieces to the template.

Each member of your group will submit a copy of the final copy of your plan to Blackboard under Assignment Submission. **Please keep presentations to 15 minutes max.**

***Be sure to review the rubric below.**

School Technology Plan Project Rubric

	Exemplary 100	Proficient 92	Needs Improvement 84	Unsatisfactory 76
District Expectations 9%	Candidate exceeds 5 specific district expectations with a hyperlink to the district's technology plan.	Candidate provides 3-5 district expectations with a hyperlink to the district's technology plan.	Candidate fewer than 3 district expectations OR does not provide a hyperlink to the district's technology plan.	Candidate fails to provide district expectations AND does not provide a hyperlink to the district's technology plan.
School Expectations 9%	Candidate provides 4-5 school expectations with measurable outcomes.	Candidate provides 3 school expectations with measurable outcomes.	Candidate provides less than 3 school expectations with measurable outcomes.	Candidate fails to provides school expectations with measurable outcomes.
Technology Capacity 9%	Candidate provides 4-5 methods to measure technology capacity within the school.	Candidate provides 3 methods to measure technology capacity within the school.	Candidate provides less than 3 methods to measure technology capacity within the school.	Candidate fails to provide methods to measure technology capacity within the school.
ISTE Standards for Administrators 9%	Candidate provides 4-5 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the school administrators.	Candidate provides 3 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the school administrators.	Candidate provides 1-2 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the school administrators.	Candidate fails to provide specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the school administrators.
ISTE Standards for Teachers 9%	Candidate provides 4-5 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the teachers.	Candidate provides 3 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the teachers.	Candidate provides 1-2 specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the teachers.	Candidate fails to provide specific applications/examples of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the teachers.
ISTE Standards for Students 9%	Candidate provides 4-5 specific applications/examples	Candidate provides 3 specific applications/examples	Candidate provides 1-2 specific applications/examples	Candidate fails to provide specific applications/exampl

	of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the students.	of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the students	of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the students.	es of how each standard will be implemented with reference to specific indicators for each standard from the perspective of the students.
School Instructional Technology Mission and Vision 10%	Candidate clearly articulates a school instructional technology mission and vision statement aligned with ISTE and the district technology plan.	Candidate provides a school instructional technology mission and vision statement aligned with ISTE and the district technology plan.	Candidate inadequately addresses a school instructional technology mission and vision statement aligned with ISTE and the district technology plan.	Candidate fails to include a school instructional technology mission and vision statement that is aligned with ISTE and the district technology plan.
Instructional Technology Programs for our 21st Century Learners 9%	Candidate provides at least 10 Instructional Technology programs with a description of how each is incorporated into the schools 21st century learning environment.	Candidate provides 7-9 Instructional Technology programs with a description of how each is incorporated into the schools 21st century learning environment.	Candidate provides 5-6 Instructional Technology programs with a description of how each is incorporated into the schools 21st century learning environment.	Candidate provides fewer than five Instructional Technology programs AND/OR fails to include a description of how each is incorporated into the schools 21st century learning environment.
Digital Tools for the Classroom 9%	Candidates include at least 4 digital tools for classroom usage as well as a description of how many of the tools are available and how they will be utilized.	Candidates include 3 digital tools for classroom usage as well as a description of how many of the tools are available and how they will be utilized.	Candidates include 1 or 2 digital tools for classroom usage as well as a description of how many of the tools are available and how they will be utilized.	Candidates fails to include digital tools for classroom usage AND/OR descriptions of how many of the tools are available and how they will be utilized.
Supporting the Needs of Teachers 9%	Candidate comprehensively addresses how teachers will be supported in the classroom in order to facilitate 21st century learning.	Candidate adequately addresses how teachers will be supported in the classroom in order to facilitate 21st century learning.	Candidate minimally addresses how teachers will be supported in the classroom in order to facilitate 21st century learning.	Candidate fails to address how teachers will be supported in the classroom in order to facilitate 21st century learning.
Using Technology to Communicate with Parents, Students, and Teachers 9%	Candidate provides at least 4 examples and explanations of ways in which technology will be utilized to support ongoing communication among parents, students, and	Candidate provides 3 examples and explanations of ways in which technology will be utilized to support ongoing communication among parents, students, and teachers.	Candidate provides 2 examples and explanations of ways in which technology will be utilized to support ongoing communication among parents, students, and teachers.	Candidate provides less than 2 examples and explanations of ways in which technology will be utilized to support ongoing communication

	teachers.			among parents, students, and teachers.

_____Instructional Technology Plan 2021-2022

District Expectations:

-

School Expectations:

-

Capacity for Technology:

- Bandwidth
- Number of devices
- Age of devices
- Software licenses
- Outlets in classrooms
- Technology support (who?)

ISTE Standards for Administrators

ISTE Standard	Explanation	Application
1. Equity and Citizenship Advocate	• Leaders use technology to increase equity, inclusion, and digital citizenship practices.	•
2. Visionary Planner	• Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.	•
3. Empowering Leader	• Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.	•
4. Systems Designer	• Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.	•
5. Connected Learner	• Leaders model and promote continuous professional learning for themselves and others.	•

For indicators for each standard, visit https://id.iste.org/standards/for-education-leaders

ISTE Standards for Teachers:

ISTE Standard	Explanation	Application
1. Learner	● Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	●
2. Leader	● Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	●
3. Citizen	● Educators inspire students to positively contribute to and responsibly participate in the digital world.	●
4. Collaborator	● Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	●
5. Designer	● Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	●
6. Facilitator	● Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	●
7. Analyst	● Educators understand and use data to drive their instruction and support students in achieving their learning goals.	●

For indicators for each standard, visit http://www.iste.org/standards/standards/for-educators

ISTE Standards for Students

ISTE Standard	Explanation	Application
1. Empowered Learner	● Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	●
2. Digital Citizen	● Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	●
3. Knowledge Constructor	● Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	●
4. Innovative Designer	● Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	●
5. Computational Thinker	● Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	●
6. Creative Communicator	● Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	●

7. Global Collaborator	• Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	•

For indicators for each standard, visit http://www.iste.org/standards/standards/for-students

(Leave Bolded/Underlined Headings)

School Instructional Technology Mission and Vision

(Insert work here)

Instructional Technology Programs for our 21st Century Learners

(Insert work here)

Digital Tools for the Classroom

(Insert work here)

Supporting the Needs of Teachers

(Insert work here)

Using Technology to Communicate with Parents, Students, and Teachers

(Insert work here)

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