



LITE 535-702

Survey of Educational Technology Practices

Fall 2023 Syllabus

Instructor:

Dr. Jeremy Logsdon
Email: jeremy.logsdon@wku.edu
Office: GRH 1073B
Phone: 270.745.2207

Office Hours in GRH 1073B

M 9 – 10
T 2 – 4:30
W 9 – 1
R 2 – 4:30, *Zoom hours 7 p.m. to 8 p.m. Central*
F *By appointment*

Class Location: [Blackboard Web course](#) with 5 optional, recorded Zoom meetings on select Monday nights

Address: Western Kentucky University
School of Teacher Education
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: none; admission to the WKU Graduate School

Required Text:

(Purchase **either** book below, which matches your teaching grade level or interest. Again, you only need to purchase **ONE** book. If you teach middle school, you need the secondary book since it is really middle and high school.)

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2016). *Real-world learning for secondary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781935249443.

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2017). *Real-world learning for elementary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781943874514.

Primary Course Website: [BlackBoard](#)

Graduate Catalog Description:

Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

Course Objectives/Student Learning Outcomes (SLO):

After participating in learning activities within the course, graduate students will:

1. analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric.
2. design learning activities for all Bloom’s taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.
3. design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.
4. create a website to display coursework scoring Proficient or higher on the rubric.
5. create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.
6. create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores Proficient or higher on the rubric.

7. MAT students will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.

Course Content Outline:

Students will be evaluated based on their performance in completing assignments on the following course content:

- Education Principles related to Technology Integration
 - Revised Bloom’s Taxonomy
 - Create Framework: Real World Learning, Cognitive Complexity (Higher Level Thinking), Student Engagement, and Technology Integration
 - Designing Objectives with higher levels of Create Framework
 - Designing Assessments for higher levels of Create Framework
 - Designing Technology Projects for higher levels of Create Framework
- Technology Project Completion:
 - Create Google Site
 - Create video project
 - Create presentation project
 - Create a technology project of choice
 - Other technology options are available
- Instructional Design Project (IDP): This final project incorporates your assignments from the Educational Principles above and all of your technology projects. Therefore, you are working on this IDP throughout the course.

Course Evaluation, Assignments/Projects, and Calendar

Course Evaluation: (based on accumulated points)

<u>Grading Scale</u>	<u>Evaluation for Students</u>	
A = 90% =900-1000	2 ID Modules	200
B = 80% =800-899	IDP Proposal	50
C = 70% =700-799	IDP	200
D = 60% =600-699	2 Blog Responses	200
	Web 2.0 Module	150
	Course Website	150
	<u>Orientation Activity</u>	<u>50</u>
	TOTAL	1000

University/ Department Policies

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Naming Files:

I am not too stressed about the naming convention of files; I would expect that you have probably developed a method of your own, and as all assignments will either be on your Google Site or submitted through Blackboard, there is little risk that I will not know who completed an assignment.

However, in this same vein, I require that you check any submission through Google Tools to ensure that it is properly shared with me. I frequently find students forget to set the Restriction to public. For the first few weeks, I will gently remind you to change your share notifications if it is not available for me to view. However, after week #5, I will stop reminding, and any work that I cannot view will be graded as such. I highly encourage you to check all Google Doc submissions through another browser where you are not signed in to Google Tools to ensure that anyone can view your assignments.

There will be some assignments where you will give me edit rights via Google Tools for me to leave comments. I’ll remind again on each assignment, but my Google email address for this course is jeremy.logsdon@g.wku.edu. I will not be able to leave comments otherwise.

Participation and Communication:

This course will include optional Zoom lessons that will be recorded. These will be held on select Monday nights from 6:30 to 7:30 p.m. Central time at this link: <https://wku.zoom.us/my/drlogsdon> This information will also be shared via Blackboard each week, and the recording will be shared later for anyone who cannot attend live.

I am also happy to meet with you via Zoom during office hours, which will be held every Thursday from 7 p.m. to 8 p.m. Central, at the same link: <https://wku.zoom.us/my/drlogsdon> These office hours are open to everyone. If you would like a private meeting, you may email me to set that up as well. We can meet via Zoom, over the phone, or in person.

My only email request is that you always include a subject line, preferably one that cites LITE 535 as well as the general topic of your email (i.e. – LITE 535 Question about TS-3). Beyond that, all I ask is the standard courtesy which I will also extend to you.

I have a policy to reply to all emails within 24 hours. Except weekends or holidays (and often even then), I stick to this rule very strongly. If you have emailed me and you have not heard from me within 24 hours, please email me again as I may not have received it. I'd also encourage you to check the spelling of my email. Many students have forwarded me emails they sent to jermey.logston@wku.edu. My name is not spelled Jeremy Logsdon, not Jerney Logston or any permutation thereof. (This happens more often than you'd think.)

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
<https://www.wku.edu/sarc/>

Course Calendar

Week of:	Assignment
1 8.21 to 8.27	<ul style="list-style-type: none"> • Orientation Activity (Due by August 27th)
2 – Labor Day on Monday 8.28 to 9.3	<ul style="list-style-type: none"> • Begin TS-3 Course Module (Due by September 10th) • Authentic Curriculum Topic for IDP: Post ideas to discussion board (Due by September 3rd)
3 9.4 to 9.10	<ul style="list-style-type: none"> • Continue TS-3 Course Module (Due by September 10th) <ul style="list-style-type: none"> ○ Email Google Site Link to Professor • Email Authentic Curriculum Topic to Professor (Due by September 10th)
4 9.11 to 9.17	<ul style="list-style-type: none"> • Begin ID-1: Designing Bloom’s Activities (Due by September 24th) • Optional ID-1 Q&A, Monday Night, 6:30 to 7:30 Central
5 9.18 to 9.24	<ul style="list-style-type: none"> • Blog 1: Real World Learning and Cognitive Complexity (Due September 24th)
6 9.25 to 10.1	<ul style="list-style-type: none"> • ID-3 Designing Objectives and Assessments (Due by October 8th) • Optional ID-3 Q&A, Monday Night, 6:30 to 7:30 Central
7 – Fall Break on Monday and Tuesday 10.2 to 10.8	<ul style="list-style-type: none"> • Catch-Up Week – No New Assignments Made
8 10.9 to 10.15	<ul style="list-style-type: none"> • Blog 2: Student Engagement and Technology Integration (Due October 15th)
9 10.16 to 10.22	<ul style="list-style-type: none"> • Submit first draft of IDP Proposal (Due October 22nd) • Optional Zoom Class, Monday Night, 6:30 to 7:30 Central
10 10.23 to 10.29	<ul style="list-style-type: none"> • TS-6 Web 2.0 Tools (Due November 12th) • Optional TS-6 Q&A, Monday Night, 6:30 to 7:30 Central
11 10.30 to 11.5	<ul style="list-style-type: none"> • Submit final draft of IDP Proposal (Due November 5th)
12 11.6 to 11.12	<ul style="list-style-type: none"> • Work on TS-6
13 11.13 to 11.19	<ul style="list-style-type: none"> • Work on final IDP • Optional IDP Q&A, Monday Night, 6:30 to 7:30 Central • Submit early for extra credit! <ul style="list-style-type: none"> ○ By November 18th – 10 points ○ By November 25th – 5 points
14 – Thanksgiving Break Wednesday through Friday 11.20 to 11.26	<ul style="list-style-type: none"> • Work on IDP
15 11.27 to 12.3	<ul style="list-style-type: none"> • IDP (Due November 29th)
16 12.3 to 12.7	<ul style="list-style-type: none"> • Wait for feedback and possible need for revision of IDP based upon grade

Standards Addressed in this Course:

Major Course Experiences Alignment	Course Objectives/Student Learning Outcomes	SPA Standard(s):	KY Teacher Performance Standards
<p>Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy <input checked="" type="checkbox"/>Clinical; 0 hours</p>	<p>LITE 535 Objectives: After participating in learning activities within the course, graduate students will: design learning activities for all Bloom’s taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.</p>	<p>● American Association for School Librarians Standards (AASL) ● International Society for Technology in Education (ISTE)</p> <p>AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity</p> <p>AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment</p> <p>AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning</p> <p>ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles</p>	<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>Assignment: ID-3: Designing Objectives and Assessments <input checked="" type="checkbox"/>Clinical; 0 hours _____</p>	<p>design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.</p>	<p>AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences</p> <p>AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment</p> <p>AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning</p> <p>ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles</p> <p>ISTE 6. Data-driven Decision-maker 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data</p>	<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.</p> <p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>Assignment: Create Excellence Framework Blogs 1-4 <input checked="" type="checkbox"/>Clinical; 0 hours _____</p>	<p>analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric</p>	<p>AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning</p> <p>ISTE 5. Professional Learning Facilitator 5a Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning</p> <p>ISTE 7. Digital Citizen Advocate 7a. Use Technology for Civic Engagement 7c. Critically Examine Sources of Online Media 7d. Informed Personal Data Decision Making</p>	<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<p>Assignment: TS-3: Create a Google Site Website <input checked="" type="checkbox"/>Clinical; 0 hours _____</p>	<p>create a website to display coursework scoring Proficient or higher on the rubric.</p>	<p>AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning</p> <p>ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability</p>	

		4d. Instructional Design Principles	
Assignment: TS-6: Web 2.0 Tools ☒Clinical; 0 hours	create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.	AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles	Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement ☒Clinical; 20 hours	(MAT students) will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.	AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 2. Connected Learner 2a. Model 2b. Professional Learning Network 2c. Shared Goals ISTE 3. Collaborator 3a. Coaching Relationships 3b. Digital Learning Content 3c. Efficacy of Digital Learning Content 3d. Effective Use of Technology	Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
Assignment: Instructional Design Project (IDP) ☒Clinical; 10 hours	create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores Proficient or higher on the rubric.	AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences 1.4 Learning Environments AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 2. Connected Learner 2a. Model 2b. Professional Learning Network 2c. Shared Goals ISTE 3. Collaborator 3a. Coaching Relationships 3b. Digital Learning Content 3c. Efficacy of Digital Learning Content 3d. Effective Use of Technology ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles ISTE 5. Professional Learning Facilitator 5a. Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning ISTE 6. Data-driven Decision-maker 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data ISTE 7. Digital Citizen Advocate 7a. Use Technology for Civic Engagement 7c. Critically Examine Sources of Online Media 7d. Informed Personal Data Decision Making	Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

KTPS with INTASC -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary	

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-2 Assignment: Instructional Design Project (IDP)
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-2 Assignment: TS-6: Web 2.0 Tools Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.	Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Assignment: Instructional Design Project (IDP)
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

SPA Standards Alignment	Alignment: Assignments/Assessments
<ul style="list-style-type: none"> American Association for School Librarians Standards (AASL) International Society for Technology in Education (ISTE) 	
AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences 1.4 Learning Environments	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)

<p>AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)</p>
<p>AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-2 Assignment: TS-6: Web 2.0 Tools Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 2. Connected Learner 2a. Model 2b. Professional Learning Network 2c. Shared Goals</p>	<p>Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 3. Collaborator 3a. Coaching Relationships 3b. Digital Learning Content 3c. Efficacy of Digital Learning Content 3d. Effective Use of Technology</p>	<p>Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: TS-6: Web 2.0 Tools Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 5. Professional Learning Facilitator 5a Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning</p>	<p>Assignment: Create Excellence Framework Blogs 1-2 Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 6. Data-driven Decision-maker 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data</p>	<p>Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)</p>
<p>ISTE 7. Digital Citizen Advocate 7a. Use Technology for Civic Engagement 7c. Critically Examine Sources of Online Media 7d. Informed Personal Data Decision Making</p>	<p>Assignment: Create Excellence Framework Blogs 1-2 Assignment: Instructional Design Project (IDP)</p>

How to take a screenshot on a Mac: <https://support.apple.com/en-us/HT201361>