

George Mason University
College of Education and Human Development
Elementary Education

EDCI 557 002: Integrating Technology in PreK-6
3 credits/Spring 2018
4:30-7:10 am/Thursdays
Thompson Hall L019-Fairfax Campus-Plus Online classes

Professor: Dr. Debra Sprague

Office Hours: By appointment;

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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: This course studies the development and integration of technology in the elementary education curriculum. Particular attention will be given to using technology to address the learning needs of special needs students and culturally diverse students. School-based field experience required.

Course Overview:

Students in this course will participate in individual and group activities that focus on the integration of technology by using computers and mobile devices in class. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates.

Course Delivery Method:

This course includes multiple instructional strategies and formats including face to face and asynchronous online class sessions. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored in group activities. Online sessions will be delivered using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password.

Learner Outcomes:

This course is designed to enable students to do the following:

1. design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning;

2. use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments;
3. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction.

Professional Standards:

Upon completion of this course, students will have met the following professional standards:

InTASC Standards (2011):

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #8: Instructional Strategies. The teacher understands and uses 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.

ACEI Standards:

3.4. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The Virginia State Technology Standards for Instructional Personnel:

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.

6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) Standards for Teachers:

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.

Required Texts:

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-reserves which can be accessed within Blackboard.

Course Performance Evaluation:

Students are expected to submit all assignments on time as designated in the assignment descriptions below.

Course Assignments and Examinations:

Assignment #1: Design of Technology Lesson Plan, 16 points [Outcomes 1, 2, 3, 6]
Students will design one lesson plan that will integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or

whole class. If possible, the lesson should include technology beyond the Interactive Whiteboard. This is the course PBA and must be submitted to TK20.

Assignment #2: Teaching with Technology Video, 20 points [Outcomes 1, 2, 3, 6]

Students will teach their technology-integrated lesson designed for assignment #1. Students will videotape themselves teaching the lesson and will upload this to Edthena. For those students who are not in a classroom placement that will allow them to complete this assignment, an alternative assignment is available. Arrangement must be made with the course instructor beforehand.

Assignment #3: Reflection on Teaching with Technology, 8 points [Outcomes 1, 2, 3, 6]

Students will view their video and write a reflection of their lesson. They will address what went well and what could be improved. They will discuss what they learned about technology integration. This is the course PBA and must be submitted to TK20.

Assignment #4: Creation of technology resource, 20 points [Outcomes 1, 2, 4, 5, 6, 7]

Working in groups or individually, students will design and create a technology resource around a topic of their choosing. The technology resource should be appropriate for Elementary students and appropriate SOLs should be identified. The technology resource should be interactive and go beyond just presenting information. Ideas for this assignment could include: creating a virtual fieldtrip (primary sources should be used throughout the VFT), two digital stories, interactive fiction story, simulation, augmented reality activity, interactive whiteboard activity, Minecraft activity. Additional ideas could be discussed with the instructor.

Assignment #5: Online Activities, 36 points [Outcomes 4, 5, 7]

Students will choose and complete three of the online modules. Each online module will be the equivalent of two weeks of face-to-face time. Online modules are to be completed within the stated time frame. Each module is worth 12 points. Instructions for the online modules are in Blackboard.

Technical Requirements:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/

Expectations:

- **Participation:** This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor. **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Writing:** All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

- **Assignments:** It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Percentage</i>	<i>Due Date</i>
1, 2, 3, 6	Design of Technology Lesson Plan*	<u>16 points</u>	<u>16</u>	March 22
1, 2, 3, 6	Teaching with Technology Video	<u>20 points</u>	<u>20</u>	April 26
1, 2, 3, 6	Reflection on Teaching with Technology*	<u>8 points</u>	<u>8</u>	May 3
1, 2, 4, 5, 6, 7	Design of Technology Resource	<u>20 points</u>	<u>20</u>	May 3
4, 5, 7	Three Online Activities	<u>36 points</u>	<u>36</u>	February 22 April 5 May 3

*Designated performance-based assessment

Grading Policies

Grade	GRADING	Grade Points	Interpretation
A+	100+	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-100	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

A+ is reserved for students who demonstrate exceptional mastery of course content.

**Remember: A course grade less than B requires that you retake the course, “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education*

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 557: Design of Technology Lesson Plan and Reflection on Teaching with Technology**) to Tk20 through ‘*Assessments*’ in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times. See Elementary Education Program Handbook and <https://cehd.gmu.edu/students/polices-procedures/>.

CLASS SCHEDULE

Access Blackboard for additional information, links, and documents for the class at <http://mymason.gmu.edu>

*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Readings and Assignments Due by Start of Class
January 25th	-Introduction to the Course -Syllabus Review -Integrating technology – what and why? -SAMR -Introduction to Google Tools	-Read the syllabus.
February 1st (Online)	-Choose an online module to work on.	-Explore the Interactive Whiteboard Module.
February 8th	-Interactive whiteboards – why are they popular and how can we make them more useful? -Center activities – Interactive Whiteboard, Social Studies Module, Web 2.0 Tools	
February 15th (Online)	- Complete the chosen online module from Feb. 1st.	
February 22nd	-Literacy and technology integration -Discuss technology resource options	-First online assignment due.
March 1st	- Making learning active through mobile technology. -Using technology for differentiation.	

March 8th (Online)	- Choose a second online module to work on.	-Read the articles in the “Research Focused on Integrating Technology” folder.
March 15th	No Class – Spring Break	
March 22nd	-Coding -Communication Tools K-12	-Lesson Plan Draft Due.
March 29th (Online)	- Complete the chosen online module from Mar. 1st.	
April 5th	-Work on the technology resource.	-Second online assignment due.
April 12th (Online)	-Choose a third online module to work on.	-Read the articles in the “Research Focused on Teaching with Technology” folder.
April 19th	-Work on the technology resource.	
April 26th (Online)	- Complete the chosen online module from April 12th	-Read the articles in the “Research Focused on Teacher Reflection” folder. -Teaching with Technology video due.
May 3rd	-Sharing technology resource. -Ongoing professional development -Staying current with our practice -ISTE/VSTE	-Third online assignment due. -Reflection on Teaching with Technology due. -Technology resource due.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubrics

ASSIGNMENT #1 Design of Lesson Plan 16 Points Total

The purpose of this assignment is to design a lesson that integrates technology into the elementary classroom.

Procedure:

- Read the articles in the “Research Focused on Integrating Technology” folder.
- Using the GMU Lesson plan format, design a lesson that integrates technology in the classroom. The lesson plan may focus on the humanities (literacy, social studies, fine arts) or STEM (science, mathematics, engineering). You may also connect this with a lesson plan you designed in one of your method courses. The lesson may involve one student, small group of students, or whole class.
- Be sure to include strategies for using technology to differentiate for students who would benefit from this strategy.
- Submit a draft of the lesson plan via MyMason for feedback by the due date.
- Modify the lesson plan if needed.
- Once lesson plan is approved submit final version to TK20.
- This lesson will be used for the Teaching with Technology assignment (Course assignment #2).

Evaluation Criteria:

	Exceeds Standards (4 Points)	Meets Standards (3 points)	Approaches Meeting (2 points)	Does Not Meet (1 point)
Objective(s) ISTE Standards 1, 2	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) target appropriate higher order and real life learning opportunities. The objective(s) is/are tied to state/national standards. The objective(s) is/are tied to assessment and it is clear how the learning will be assessed.	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) is/are appropriate, but target lower order thinking skills. The objective(s) is/are tied to state/national standards. It is somewhat clear how learning is assessed.	Inappropriate objectives are used. Objective(s) is/are not distinguishable from state/national standards. It is not clear how learning will be assessed.	No objective(s) is/are stated. The objective(s) is/are not tied to the assessment. The assessment does not match the objectives.

<p>Procedure</p> <p>ISTE Standards</p> <p>1, 2, 3</p>	<p>The lesson plan is <i>substantive</i> in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?</p> <p>The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided.</p> <p>Important questions to ask during the lesson are included. The procedure includes an introduction for surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding.</p> <p>If you have different groups doing different activities, each group's activity is clearly explained.</p>	<p>The lesson plan is <i>adequate</i> in length, breadth, and depth. The majority of the procedure outlines what the teacher will do during the lesson, but parts are vague and unclear.</p> <p>The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long).</p> <p>There is a lack of teacher questions. The procedure includes either an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding, but not both.</p> <p>Some of the group activities are explained, but not all.</p>	<p>The lesson plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lesson. It is not clear what the students will do during the lesson. Estimated times are not provided.</p> <p>No questions or content the teacher uses during the lesson are included in the procedure. The procedure does not include an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding.</p> <p>Group activities are not well explained.</p>	<p>The lesson plan lacks focus. Parts of the lesson do not seem to fit together. It is impossible to determine what the teacher or the students will be doing during the lesson.</p> <p>There is a lack of teacher involvement during some of the lesson activities.</p> <p>Group activities are not explained.</p>
<p>Technology</p> <p>ISTE Standards</p>	<p>Technology selected for use in the lesson plan is strongly aligned with one or</p>	<p>Technology selected for use in the lesson plan is partially aligned</p>	<p>Technology selected for use in the lesson plan is partially</p>	<p>Technology selected for use in the lesson plan is</p>

2, 3, 4	<p>more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. Content, procedure and technology fit together strongly within the lesson plan. Technology is used to effectively differentiate instruction for those who need it.</p>	<p>with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume information, but not to create. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.</p>	<p>aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to present information. Students do not use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.</p>	<p>not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson plan. Technology is not used to differentiate instruction for those who need it.</p>
<p>Assessment</p> <p>ISTE Standards</p> <p>2, 4</p>	<p>The assessment method directly relates to the objective(s). A variety of formal <i>and</i> informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons. The assessment includes</p>	<p>The assessment method somewhat relates to the objective(s). A variety of formal <i>and</i> informal assessments are listed in the lesson plan, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. It is somewhat clear what the students</p>	<p>The assessment method does not relate to the objective(s). Formal <i>or</i> informal assessments are listed in the lesson plan. Descriptions may not be included or be vague. The assessment is somewhat differentiated, but more could be done. It is not clear what the</p>	<p>The assessment method is not included or lacks sufficient details to understand how the objectives will be assessed. The assessment is not differentiated. Technology activities are not included in</p>

	technology skills and the content.	will do to demonstrate their understanding in the lessons. The assessment focuses on the content, but does not include an assessment of technology skills.	students will do to demonstrate their understanding in the lessons. The assessment focuses mostly on technology skills being demonstrated and does not assess the content.	the assessments.
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ASSIGNMENT #2
Teaching with Technology Video
20 Points Total

The purpose of this assignment is to learn to teach with technology in the elementary classroom.

Procedure:

- Read the articles in the “Research Focused on Teaching with Technology” folder.
- Using the lesson plan you designed, once approved, teach the lesson. If you are not able to teach the lesson as designed contact the course instructor prior to teaching a lesson for this assignment or to arrange micro-teaching with your EDCI 557 classmates.
- Videotape the lesson. The focus should be on how the technology is being used. I am interested in who is using the technology and how they are using it so be sure the camera captures this.
- Upload the video to Edthena under the EDCI 557 Group.
- View two of your classmates’ videos and provide feedback. Comment on what you thought went well and ideas for improving the use of technology. You may share additional resources to be considered or provide links to blogs with additional ideas.

Evaluation Criteria:

	Exceeds Standards (4 Points)	Meets Standards (3 points)	Approaches Meeting (2 point)	Does Not Meet (1 point)
Cohesiveness ISTE Standards 1, 2	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives. The lesson follows the lesson plan, although the intern does make some adjustments to better meet students’ needs.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives. The lesson follows the lesson plan.	The lesson flows well in some places and seems disjointed in others. The objectives are not stated for the students. It is not always clear how the activities connect with the objectives. The lesson does not follow the lesson plan.	The lesson does not flow well throughout. It is disjointed and somewhat confusing. The objectives wrong objectives are stated for the students. It is not clear how the activities connect with the objectives. The lesson does not follow the lesson plan.
Assessment ISTE Standards 2	A variety of formal <i>and</i> informal assessments are	Formal <i>or</i> informal assessments are used during the	It is not clear how students are being assessed during the lesson. The	No obvious assessment is used during the lesson.

	used during the lesson. It is clear how students are being assessed. The focus is on the content being taught and on technology skills.	lesson, but not both. It is somewhat clear how students are being assessed. The focus is on the content being taught.	assessment does not fit with the lesson. The focus is on technology skills, not content.	
Technology ISTE Standards 1, 2, 3, 4	Technology selected for use in the lesson is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. Content, procedure and technology fit together strongly within the lesson. Technology is used to effectively differentiate instruction for those who need it.	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume information, but not to create. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to present information. Students do not use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.	Technology selected for use in the lesson is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson. Technology is not used to differentiate instruction for those who need it.
Logistics ISTE Standards 2, 3	Intern and/or students operate technologies well in the observed lesson. It is obvious the intern took time to learn the	Intern and/or students operate technologies adequately in the observed lesson. Although the intern is comfortable	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears comfortable with	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears uncomfortable

	technology and is comfortable with it and able to troubleshoot simple problems that occur.	with the technology, he/she could benefit from more practice.	the technology overall, but is unable to troubleshoot simple problems that occur.	with the technology. Students seem unsure what to do.
User ISTE Standards 1, 2	The students use the technology to work on an assignment. The assignment is enhanced by the use of the technology.	The students use the technology to work on an assignment. Although interesting, the assignment could be done more effectively without the use of the technology.	The teacher is the only one using the technology. Students do not interact with the technology.	Technology is not included in the lesson or is only used to project information.

ASSIGNMENT #3
Reflection on Teaching with Technology
8 Points

The purpose of this assignment is to reflect on teaching with technology in the elementary classroom.

Procedure:

- This assignment should be done after you teach the lesson with technology.
- Read the articles in the “Research Focused on Teacher Reflection” folder.
- Watch the video of your lesson.
- Write a reflection of the lesson and address the following questions: What went well? What could be improved? What surprised you? What did you learn about integrating technology in the curriculum? What goals will you set for yourself in terms of your teaching and technology integration?
- Submit the reflection in TK20.

Evaluation Criteria:

	Exceeds Standards (4 points)	Meets Standards (3 points)	Approaches Meeting (2 points)	Does Not Meet (1 point)
Depth of Reflection ISTE Standards 3, 5	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported with flawed arguments. Examples, when applicable, lack details.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are inappropriate, and/or unsupported. Examples, when applicable, are irrelevant to the assignment.	Response does not connect with the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing. Examples, when applicable, are not provided.
Required Components	Response includes all 5 components and meets all 5	Response includes 4 out of 5 components and meets the	Response includes 3 of the components and these are addressed	Response excludes essential components

<p>ISTE Standards 3, 5</p>	<p>requirements indicated in the instructions. Each question or part of the assignment is addressed.</p>	<p>requirements indicated in the instructions. One question or part of the assignment is not addressed.</p>	<p>adequately and meet the requirements indicated in the instructions. The remaining components of the assignment are addressed minimally, inadequately, and/or not at all.</p>	<p>and/or does not address the requirements indicated in the instructions. Many of the parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>
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ASSIGNMENT #4
Designing a Technology Resource
20 Points

Purpose: This assignment enables students to design a technology resource that allows for the connection of multiple concepts. This can be done as an individual or group assignment.

Procedure:

- Students will explore various modules to choose a technology resource to create.
- Students may work in small groups if they desire (no more than four to a group).
- Students will choose a grade level and appropriate SOL(s) for their resource.
- Students will create a technology resource for Elementary children. Students should discuss their idea with the instructor to determine the appropriate resources needed.
- The technology resource should allow Elementary students to interact with the material in a way that promotes a deeper understanding of the concept. The resource should go beyond presenting information.
- Technology resources will be shared in class.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Integrated Concept	There is a clear concept addressed in the technology resource. It is clear what the content is.	There is a somewhat clear concept addressed in the technology resource. It is somewhat clear what the content is.	There is no clear concept. It is not clear what the content is.
Bloom's Taxonomy	The technology resource promotes creating and/or evaluating information.	The technology resource promotes analyzing and/or applying information.	The technology resource promotes understanding and/or remembering.
Interactive	The technology resource is interactive and engaging for students.	The majority of the technology resource is interactive and engaging for the students.	The majority of the technology resource is not interactive or engaging for the students.
Appropriate	All SOLs and artifacts are appropriate for the resources. They match the concept addressed in the technology resource.	The majority of the SOLs and artifacts are appropriate.	The majority of the SOLs and artifacts are not appropriate or SOLs are not included.

ASSIGNMENT #5
Online and In-class Activities
36 points

The purpose of these assignments is to provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure (Throughout the semester):

- Students will complete three online modules by each due date. Each online module will be evaluated based on the following criteria.
- Late assignments will be deducted points.

Evaluation Criteria:

	Meets Requirements (3 Points)	Partial Requirements (2 Points)	Needs Improvement (1 Points)
Completed Assignment On Time	The assignment was completed on time.	The assignment was late, but turned in within the week or instructor was notified as to why prior to submission.	The assignment was more than a week late; no viable excuse was provided.
Quality	The assignment was complete and of high quality. It is clear the student made an effort to learn the material.	The assignment was partially completed and of good quality, some effort was made to learn the material.	The assignment was partially completed and of poor quality. Not much effort was made to learn the material.
Online Postings	Online postings in the discussion board and Google Classroom demonstrated a clear understanding of the concepts. It is clear that readings were completed.	Online postings in the discussion board and Google Classroom demonstrated a partial understanding of the concepts. It is clear that some of the readings were completed.	Online postings in the discussion board and Google Classroom demonstrated a poor understanding of the concepts. It is clear that readings were not completed.
SAMR	The suggestions for using the technology shows an understanding of the SAMR model.	The suggestions for using the technology shows a partial understanding of the SAMR model.	The suggestions for using the technology shows a lack of understanding of the SAMR model.

ASSIGNMENT DETAILS
EDCI 557

Items to accomplish in field experience (*information for your classroom teacher*). Although there are no additional field experience hours required for this course you should still address these tasks as part of your field experience.

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

Late March	<p>Technology Lesson Plan</p> <ul style="list-style-type: none"> • Use your observations of your field placement classroom, as well as your knowledge of technology integration, to create a well-developed lesson plan. You should work closely with your classroom teacher to identify a topic and date for instruction. You will work collaboratively in class and with your teacher to design your lesson. The lesson should be approved and finalized by the course instructor and shared at least 48 hours in advance with your teacher. The lesson should be video-recorded. Please remember to identify any students who are not allowed to be on video.
Late April	<p>Teaching with Technology Video</p> <ul style="list-style-type: none"> • Once the lesson plan has been approved arrange with your classroom teacher to teach the lesson. The lesson should be video-recorded. Please remember to identify any students who are not allowed to be on video. Please be sure the camera catches who is using the technology. • If you need a camera to use for recording or if you do not wish to use your phone camera, the Elementary Education program has flip cameras that can be borrowed for this assignment. Due to the space needed for recording videos it is highly recommended that you borrow one of these flip cameras. Please contact the course instructor to arrange to borrow a camera.

Please discuss these with your teacher early (*NOW*) in the semester so you can plan with him/her.

Additional Program Content

Important Information for Licensure Completion:

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application:

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)