

# COURSE SYLLABUS

**Course:** Using Web 2.0 in Teaching and Instruction

**Presenters:** Bill Ferriter and Adam Garry

**Credits:** 3 Graduate Credits

**Required eBook:** *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, William M. Ferriter and Adam Garry, Solution Tree Press, 2010.

## Course Overview

Note: All handouts referenced in this course may be accessed by clicking on the Resources button. Additional handouts may be found on Bill Ferriter's "Teaching the iGeneration" wiki: <http://plugusin.pbworks.com/w/page/21228408/FrontPage>

## Presenters' Bios

**William M. Ferriter** – @plugusin on Twitter – is a sixth-grade language arts and social studies teacher in a professional learning community (PLC) near Raleigh, North Carolina. A National Board Certified Teacher, Bill has designed professional development courses for educators nationwide. His trainings include how to use blogs, wikis, and podcasts in the classroom; the role of iTunes in teaching and learning; and the power of digital moviemaking. Bill has also developed schoolwide technology rubrics and surveys that identify student and staff digital proficiency at the building level. He is a founding member and senior fellow of the Teacher Leaders Network and has served as teacher in residence at the Center for Teaching Quality.

An advocate for PLCs, improved teacher working conditions, and teacher leadership, Bill has represented educators on Capitol Hill and presented in state and national conferences. He is among the first one hundred teachers in North Carolina and the first one thousand in the United States to earn certification from the National Board of Professional Teaching Standards. He has been a Regional Teacher of the Year in North Carolina, and his blog, the Temper Radical, earned Best Teacher Blog of 2008 from Edublogs.

Bill has had articles published in the *Journal of Staff Development*, *Educational Leadership*, and *Threshold Magazine*. A contributing author to two assessment anthologies, *The Teacher as Assessment Leader* and *The Principal as Assessment Leader*, he is also coauthor of *Building a Professional Learning Community at Work*.™

Bill earned a bachelor of science and master of science in education from the University of New York at Geneseo.

**Adam Garry** is a former elementary school teacher. He is currently the manager of Dell's global professional learning organization. He has presented and keynoted at technology conferences around the world, including Alan November's conferences and National Education Computing Conferences. He has published many articles on technology integration for several education magazines and authors his own



blog. Since 2001, he has consulted in school districts across the country on school change, professional development, 21<sup>st</sup> century skills, technology integration, curriculum and instruction, and leadership. He is also a facilitator for the Partnership for 21<sup>st</sup> Century Skills' Professional Development Affiliate program and the International Society for Technology in Education's School 2.0 workshops. Adam received a BA in elementary education, a master's in teaching and learning with a technology emphasis, and a certificate in administration and supervision from Johns Hopkins University.

## Unit 1: Introduction

As presenters Bill Ferriter and Adam Garry say in the introduction to their book, the purpose of this course “is not to introduce you to new gadgets and gizmos. Instead, our goal is to help to find ways in which today’s tools can support the kinds of experiences that encourage students to learn.”

Thought-provoking, lively, and current, Bill Ferriter helps us see the world as our students see it. Through teacher workshops and middle-school classroom demonstrations, he provides practical suggestions for using new technology to teach “old-school” skills. Co-presenter Adam Garry provides the background information that weaves the course together.

### Course Objectives

After completing this course, educators will know:

- The role of technology in iGeners' lives
- Ways digital tools can facilitate authentic, student-centered experiences for learning “enduring” skills
- How to use social interactions in digital spaces to create educational experiences
- Principles of well-told stories
- Basic principles of digital authorship and attribution, including Creative Commons licenses and sources for copyright-free material

### Student Learning Objectives

After completing this course, educators will apply the following skills:

- Identify skills that provide endurance, leverage, and readiness
- Use a tool like the Google’s “Related Search” to subcategorize topics and focus research efforts, and direct students in its use
- Use a rubric to rate the reliability of a website, and direct students in its use
- Teach specifics of collaborative vs. competitive dialogue
- Develop students’ abilities to participate in respectful discussions
- Develop students’ abilities to use statistics, star statements, and stories to craft persuasive arguments
- Teach students the following techniques for organizing media: cluster slides, use catchphrases as transitions, and establish content rhythm



### **eBook: The iGeneration**

Participants read “Introduction: The iGeneration” in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **Unit 2: Using New Technologies to Teach Old-school Skills**

In this unit, Garry and Ferriter explore the disconnect between the way kids use technology inside the classroom and out in the world. They describe the urgency “around the notion that if we're going to engage this generation of learners in the environments that we have today, we really have to think differently about the way they learn.” But it's not about embracing the latest program or app. It's about using a few well-chosen tools to teach skills that have endurance and leverage, and get kids ready for whatever's coming next.

#### **Unit Objectives**

After completing this unit, educators will know:

- The role of technology in iGeners' lives
- Ways digital tools can facilitate authentic, student-centered experiences for learning “enduring” skills

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Identify skills that provide endurance, leverage, and readiness

### **Unit 3: Exploring Information Management**

Bill Ferriter begins this unit by describing school research projects in the good old days – waiting for your parents to drive you to the public library, combing through the card catalogue, and tracking down the four available books on the topic, which may or may not have been useful. Contrast this with the array of resources at today's kids' fingertips. Are today's kids better off? Here, Ferriter demonstrates the use of Google's “Related Search” feature, shows how to teach kids if a website's reliable, explains the use of social bookmarking (with Diigo as the example), and walks participants through the use of feed readers – all with the goal of helping students manage information effectively and efficiently.

#### **Unit Objectives**

After completing this unit, educators will know:

- How to use social bookmarking and shared annotation tools



- How to judge quality websites

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use a tool like the Google's "Related Search" to subcategorize topics and focus research efforts, and direct students in its use
- Use a rubric to rate the reliability of a website, and direct students in its use
- Use a content aggregator to create resource collections for students, monitor student contributions to collaborative content, and follow the thoughts and ideas of teaching professionals

### **eBook: Managing Information in the 21<sup>st</sup> Century**

Participants read "Chapter 1: Managing Information in the 21<sup>st</sup> Century" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **Unit 4: Exploring Collaborative Dialogue**

In this unit, Ferriter and Garry make the case for collaborative dialogue as a set of skills needed far beyond the reach of the classroom. Ferriter introduces students to competitive dialogue – the opposite of collaboration – as evidenced in a presidential debate. Students contrast this interchange with the collaborative dialogue found on a VoiceThread conversation created by Ferriter's students. Workshop participants discuss the advantages of asynchronous conversations, and how to use VoiceThread to facilitate collaboration.

### **Unit Objectives**

After completing this unit, educators will know:

- How to use social interactions in digital spaces to create educational experiences
- How to leverage characteristics of digital spaces to provide opportunities for typically disenfranchised students
- What to look for in selecting a service for hosting both asynchronous and synchronous digital conversations

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Teach specifics of collaborative vs. competitive dialogue



### **eBook: Studying Challenging Topics Together**

Participants read “Chapter 4: Studying Challenging Topics Together” in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **Unit 5: Exploring Verbal Persuasion**

In this unit, Bill Ferriter shares a compelling video, “Poverty’s Real,” created by two of his middle-school students to raise money for the school Kiva Club. (10,000 views and counting!) The video launches a lesson on using statistics, stories, and star statements as persuasive tools, and additional video examples are provided. Ferriter discusses the use of a classroom blog (such as those found on WordPress or Google’s Blogger) to practice students’ persuasive writing skills.

#### **Unit Objectives**

After completing this unit, educators will know:

- Characteristics of convincing evidence
- How to structure a classroom blogging project

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Develop students’ abilities to participate in respectful discussions
- Develop students’ abilities to use statistics, star statements, and stories to craft persuasive arguments
- Direct the creation of a classroom blogging project, including the following:
  - Create a classroom blog
  - Encourage students to read and respond to others’ blogs

### **eBook: Writing Open Letters to World Leaders**

Participants read “Chapter 2: Writing Open Letters to World Leaders” in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **Unit 6: Exploring Visual Persuasion**

In this unit, Ferriter shows students and workshop participants how to create visual messages that are simple, emotional and unexpected. Examples of memorable videos include “Putting on the Pounds,” a PSA warning of the effects of drinking too much soda, and “Will It Blend?” a whimsical look at the power



of a good blender.

Ferriter shares tips that help kids produce thoughtful, engaging products in a classroom session or two. The focus is on content rather than mechanics: Creative Commons licensing so students can access online images without violating creators' copyrights, digital kits so students spend less time searching and more time creating, and Animoto, an online tool that allows users to turn PowerPoint slides into video.

### **Unit Objectives**

After completing this unit, educators will know:

- Principles of well-told stories
- Basic principles of digital authorship and attribution, including Creative Commons licenses and sources for copyright-free material

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Help students create messages organized around still images, including choice of images, catchphrases, text, and layout
- Create a toolkit of images, sounds, and narratives from which students can assemble stories
- Teach students the following techniques for organizing media: cluster slides, use catchphrases as transitions, and establish content rhythm

### **eBook: Telling Powerful Visual Stories**

Participants read "Chapter 3: Telling Powerful Visual Stories" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **eBook: Collaborating to Solve Problems**

Participants read "Chapter 5: Collaborating to Solve Problems" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

### **Unit 7: Final Thoughts**

Finally, Garry, Ferriter, teachers, administrators, and kids advise on first steps to make technology a part of every classroom.

### **Methods of Instruction**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings



- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: < 2.0

### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below



Reflection Question	Participant has provided rich detail and supporting examples from the course content.  Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content.  Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content.  Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content.  Participant has not addressed the specific questions posed.  Participant has not responded to all reflection questions.  Participant has copied from the course transcript without synthesis or analysis.
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## Midterm

For your midterm, you will describe your students' technical expertise and reflect on ways in which technology could be used as an instructional tool in your classroom. You will create accounts in Diigo a social bookmarking site (or its equivalent) and VoiceThread a site that provides a means for asynchronous conversations (or its equivalent) and evaluate each for use with your students.

### 1. Technology as a Means of Instruction

Describe your students, including their technology interests and expertise both in and out of school. List 5 skills specific to your grade and subject that you consider essential because they provide endurance, leverage, and readiness. How could technology play a role in the teaching and learning of these skills?

### 2. Social Bookmarking

Use Diigo to create a social bookmarking site. (See instructions at <http://plugusin.pbworks.com/w/page/40722907/General%20Participant%20Information> for signing up for a free educator's account.)

- Create a unique tag for your class or subject area.
- Upload at least 5 resources appropriate to your subject and grade level.
- Try out the various features, including commenting on an article, highlighting an item of interest, and using a sticky note to pose a question.
- Provide a means for your instructor to review your work (weblink or username/password).

Answer the following questions:

- Describe your experience using this tool. What worked well? What obstacles, if any, did you encounter, and how did you resolve them?





- b. How would you use this tool with your students? What are its strengths?
- c. Describe any concerns you have regarding use of this tool with your students, including any technology issues that need to be addressed.

### 3. Asynchronous Conversations

Create a free educator account on VoiceThread. (To sign up, see instructions at <http://plugusin.pbworks.com/w/page/40722907/General%20Participant%20Information> .)

- a. Consider recent classroom conversations, and pose a follow-up question to continue the discussion on VoiceThread.
- b. Ask at least three students, colleagues, or family members to post responses, and respond to their posts.
- c. Provide a means for your instructor to review your work (weblink or username/password.)

Answer the following questions:

- a. Describe your experience using this tool. What worked well? What obstacles, if any, did you encounter and how did you resolve them?
- b. How would you use this tool with your students? What are its strengths?
- c. Describe any concerns you have regarding use of this tool with your students, including any technology issues that need to be addressed.

#### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Describe your students, including their technology interests and expertise both in and out of school.</b>	<p>Description is richly detailed, with ample evidence of understanding students' thoughts and behavior regarding technology use.</p> <p>The instructional impact of student behaviors is synthesized into a call to action.</p>	<p>Description of students shows insight into students' thoughts and behavior regarding technology use.</p> <p>The instructional impact of student behaviors is discussed.</p>	<p>Description of students provides a snapshot, but fails to draw conclusions regarding the potential impact on instruction.</p>	<p>Description of students is missing or only superficially addressed.</p>
<b>List 5 essential skills, and explain how technology could be used in their instruction.</b>	<p>Skills are thoughtfully chosen and clearly described based on criteria of endurance, leverage, and readiness.</p> <p>Participant uses specific technology to develop selected</p>	<p>Participant has provided sufficient evidence that skills have been chosen based on the criteria of endurance, leverage, and readiness.</p>	<p>Participant fails to make a good case for selection of one or more skills.</p> <p>One or more suggested technologies is/are poorly paired with skill(s) to be</p>	<p>Participant has failed to identify five skills.</p> <p>No case has been made to support skill development using technology.</p>



<p><b>Create a social bookmarking site on Diigo (or equivalent).</b></p> <p><b>a. Create a unique tag for your class or subject area.</b></p> <p><b>b. Upload at least 5 resources appropriate to your subject and grade level.</b></p> <p><b>c. Try out the various features, including commenting on an article, highlighting an item of interest, and using a sticky note to pose a question.</b></p> <p><b>d. Provide a means for your instructor to review your work (weblink or username/password).</b></p>	<p>skills is organic and well-supported.</p> <p>Participant has created a social bookmarking site and included all of the following:</p> <ul style="list-style-type: none"> <li>• A unique tag appropriate to school or classroom</li> <li>• 5 resources appropriate to subject matter and grade level</li> <li>• Comment on an article, highlighted section, question posed using a sticky note.</li> </ul> <p>Resources reflect a variety of reading levels and points of view.</p> <p>The participant uses the comment, highlight, and question features exemplarily and it's clear that they will engage students and push them to higher-level thinking.</p>	<p>Participant suggested technologies are a good match for selected skills.</p> <p>Participant has created a social bookmarking site and included all of the following:</p> <ul style="list-style-type: none"> <li>• A unique tag appropriate to school or classroom</li> <li>• 5 resources appropriate to subject matter and grade level</li> <li>• Comment on an article, highlighted section, question posed using a sticky note</li> </ul> <p>Resources show evidence of careful selection.</p> <p>The participant uses the comment, highlight, and question features and they will clearly advance learning.</p>	<p>developed.</p> <p>Participant has created a social bookmarking site that includes the following:</p> <ul style="list-style-type: none"> <li>• A unique tag appropriate to school or classroom</li> <li>• 5 resources appropriate to subject matter and grade level</li> <li>• Comment on an article, highlighted section, question posed using a sticky note</li> </ul> <p>Participant uploads resources that do not seem to be carefully selected.</p> <p>The participant uses 1-2 of the following features: comment, highlight, and question.</p>	<p>Participant has failed to create a social bookmarking site, or has not provided one or more of the following: a unique tag, 5 resources, comment, highlighted section, and question.</p>
<p><b>Answer reflection questions about the use of Diigo (or equivalent).</b></p> <p><b>a. Describe your experience using this tool. What worked</b></p>	<p>Participant has identified multiple advantages and obstacles of using this tool with his/her students, including technology concerns.</p>	<p>Participant has clearly identified multiple advantages and obstacles of using this tool with his/her students, including technology</p>	<p>Participant has clearly identified at least one advantage and one obstacle of using this tool with his/her students, including at least one technology</p>	<p>Reflection is missing, or shows only a superficial understanding of advantages and obstacles of using this tool.</p>



<p>well? What obstacles, if any, did you encounter, and how did you resolve them?</p> <p><b>b. How would you use this tool with your students? What are its strengths?</b></p> <p><b>c. Describe any concerns you have regarding use of this tool with your students, including any technology issues that need to be addressed.</b></p>	<p>The level of specificity included would be useful to administrators considering adopting this technology on a larger scale.</p>	<p>concerns.</p> <p>The level of detail might be useful to administrators considering adopting this technology on a larger scale.</p>	<p>concern.</p> <p>The level of detail might be useful to administrators considering adopting this technology on a larger scale.</p>	
<p><b>Create a VoiceThread account (or equivalent).</b></p> <p><b>a. Consider recent classroom conversations, and pose a follow-up question to continue the discussion on VoiceThread.</b></p> <p><b>b. Ask at least three students, colleagues, or family members to post responses, and respond to their posts.</b></p> <p><b>c. Provide a means for your instructor to review your work (weblink or username/password.)</b></p> <p><b>Answer reflection questions about the use of VoiceThread (or equivalent).</b></p>	<p>The question prompt, 3 responses, and participant's feedback to those responses are exemplary in their ability to engage students and push them to higher-level thinking.</p> <p>Participant has identified multiple advantages and obstacles of using</p>	<p>The question prompt, 3 responses, and participant's feedback to those responses will clearly advance learning.</p> <p>Participant has clearly identified multiple advantages and obstacles of</p>	<p>The VoiceThread account includes a question prompt, 3 responses, and participant's feedback to those responses.</p> <p>Participant has clearly identified at least one advantage and one obstacle of</p>	<p>Participant has failed to provide a VoiceThread account or one or more required responses/feedback items are missing.</p> <p>Reflection is missing, or shows only a superficial understanding of</p>



<p><b>a. Describe your experience using this tool. What worked well? What obstacles, if any, did you encounter and how did you resolve them?</b></p> <p><b>b. How would you use this tool with your students? What are its strengths?</b></p> <p><b>c. Describe any concerns you have regarding use of this tool with your students, including any technology issues that need to be addressed.</b></p>	<p>this tool with his/her students, including technology concerns. Level of specificity would be useful to administrators considering adopting this technology on a larger scale.</p>	<p>using this tool with his/her students, including technology concerns.</p>	<p>using this tool with his/her students, including at least one technology concern.</p>	<p>advantages and obstacles of using this tool.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>



## Final

For your final, you will plan a technology project based on your students' current instructional needs. You'll create a timetable for completion and a sample project for review.

### **Please do the following:**

#### **1. Describe the areas of need**

In order to identify areas of need, complete and upload the "Essential Skills Check" handout found in the Resources section.

#### **2. Choose a project**

Based on the needs you identified above, choose one of the following projects:

- a. Managing Information (example: Social Bookmarking on Diigo)
- b. Collaborative Conversation (example: VoiceThread)
- c. Verbal Persuasion (example: Wordpress or Google's Blogger)
- d. Visual Persuasion (PowerPoint slide or Animoto video)

#### **3. Describe the resources you'll use to introduce and practice essential skills**

- a. Identify the grade level and topic of study.
- b. Identify what curriculum standards will be addressed.
- c. Identify what evidence of learning will be required and how you will evaluate student success.
- d. Identify what skills students will need to complete the task, and how will you teach those skills? See pages 116 and 117 for examples of pedagogical preparations for a video project.
- e. List websites, handouts, and other resources.

You may include handouts from this course, including those found on Bill Ferriter's Wiki (<http://plugusin.pbworks.com>) and the Solution Tree website (<http://bit.ly/tighandouts>) or those of your own design.

- f. Consider how much time you'll need to develop the project with your students. Create a timeline and project plan that briefly lists the activities for each day. For short-term projects of two weeks or less, please describe daily activities. For longer projects, describe weekly or monthly activities.



For Example:

Day 1 Activity: *Characteristics of a reliable website*

Students visit <http://zapatopi.net/treeoctopus/>. They complete “Spotting Websites You Just Can’t Trust” handout. And each group is assigned a different strategy and report findings using a jigsaw style.

**4. Consult your school or district’s IT specialist to identify possible obstacles to completion**

List any technical issues here and describe how they’ll be resolved. Considerations might include Internet access, filters, and parent permissions. See pages 115 and 116 of “Teaching the iGeneration” for details on technical and procedural preparation.

**5. Create a sample of a completed project (for example, a blog entry or video)**

Please create and upload a sample project for review or include a web address where it can be found. Based on your experience, what difficulties might students encounter and how can you address these?

**6. Ask a colleague to review your plan and include his/her feedback**

**Final Rubric**

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Describe the areas of need for your project using the “Essential Skills Checklist”. Then identify a project based on this needs assessment.</b>	Participant has completed the “Essential Skills Checklist” and identified an appropriate project based on the needs assessment.	Participant has completed the “Essential Skills Check” and identified a project based in part on the needs assessment.	Participant has completed some or all of the “Essential Skills Check” is included and identified a project that does not seem to be related to the needs assessment.	Participant has either not completed the “Essential Skills Check” and/or identified a project.
<b>Describe the resources you’ll use to introduce and practice essential skills</b> <b>a. Grade level/ topic</b> <b>b. Curriculum standards to be addressed</b> <b>c. What skills are needed to complete this task</b> <b>d. Evidence of</b>	The following have been identified and are appropriately chosen: grade level/topic, curriculum standards, and necessary skills. The evidence of student learning is appropriately chosen, clearly articulated, and innovative or especially engaging	The following have been identified: grade level/topic, curriculum standards, and necessary skills. The evidence of learning is appropriately chosen and clearly articulated	Some of the following have been identified: grade level/topic, curriculum standards, and necessary skills. The relationship between the evidence of learning and the standard isn’t clearly articulated	Only 1 or none of the following have been identified: grade level/topic, curriculum standards, necessary skills, and evidence of student learning.



student learning	to students			
<p><b>Resources</b></p> <p><b>Create a timeline and project plan that briefly lists some or all of the activities (depends on length of project)</b></p> <p><b>Identify possible obstacles to completion</b></p>	<p>Resources are carefully selected and fully address the skills to be taught. Relationships to the learning outcomes are clear. Citations are provided.</p> <p>Activities show great care and insight into how students will best acquire skills leading to desired learning outcomes, and provide opportunities for a variety of learning styles. Timing of the activities is appropriate and realistic.</p> <p>Participant has met with the IT specialist to determine all relevant issues are addressed. The participant demonstrates a great deal of foresight in identifying potential obstacles and provides realistic suggestions to overcome them</p>	<p>Resources are ample, and are directly related to the desired learning outcomes. Citations are provided.</p> <p>Activities are varied, build skills step by step, and show a clear progression. Timing of the activities is appropriate.</p> <p>Participant has met with the IT specialist to determine that issues are addressed. The participant identifies potential obstacles and offers suggestions to overcome them.</p>	<p>Resources only partially address the skills to be taught. Citations are provided.</p> <p>Activities relate directly to the desired learning outcomes, but lack variety, skip steps, or appear out of order. Some of the timing of the activities is inappropriate.</p> <p>Participant has met with the IT specialist to determine some of the issues that need to be addressed. The participant has incompletely identified potential obstacles and offered some suggestions to overcome them that may not be appropriate.</p>	<p>3 or fewer resources are provided, or fail to address the skills taught. No citations are provided.</p> <p>Short-term projects fail to list daily activities, longer projects fail to list weekly or monthly activities; activities are only peripherally related to desired learning outcomes. The timing of activities is unclear and/or is inappropriate.</p> <p>Participant has not met with the IT specialist to determine any issues. And any potential obstacles are inappropriate to the project.</p>
<p><b>Create a sample of a completed project and describe any difficulties your students may</b></p>	<p>Project serves as a "how-to" example for other teachers. The features of the tool are amply</p>	<p>Project makes good use of the chosen tool and demonstrates most features.</p>	<p>Project demonstrates 2 or 3 important features of the tool and includes appropriate images</p>	<p>Project fails to demonstrate rudimentary features of the tool. 1 or no difficulties are</p>



<p><b>encounter when completing the project.</b></p>	<p>demonstrated, and potential usefulness with students is brought to life. 3 or more difficulties are described that take into account different levels of student expertise. The participant shows significant knowledge of how to support learners with all levels of expertise.</p>	<p>3 difficulties are described that take into account different levels of student expertise.</p>	<p>and text. 2 difficulties are described that attempt to take into account different levels of student expertise.</p>	<p>described.</p>
<p><b>Ask a colleague to review your plan and include his/her feedback.</b></p>	<p>Feedback is thoughtful and either provides substantive suggestions for improvement or correctly identifies elements that work well.</p>	<p>Feedback is robust enough to provide guidance moving forward.</p>	<p>Feedback is partial or insubstantial.</p>	<p>No collegial feedback is provided.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>