COURSE SYLLABUS – Spring 2015

Digital Age Teaching and Learning

This course is open to educators employed with the Green Bay Area Public School District.

Credits: Three (3) Undergraduate Credits ~ or~ Three (3) Graduate Credits

Course #: EDUC 495/695-2, section 7401 (#0268DU/D)

UWGB Prerequisites: This course is open to educators employed with the Green Bay Area Public School District; Undergraduate credit participants must have graduated from a recognized high school; Graduate credit participants must be of graduate standing (Must have earned a bachelor’s degree).

GBAPS Course Prerequisites: This course is open to educators employed with the Green Bay Area Public School District. Participants must have a bachelor’s degree in education. Each participant must have basic computer skills in using email, word processing, and Internet. Access to high speed internet services outside of class time will be extremely helpful, as much of the course work requires streaming video and audio capabilities. In order to meet the desired learning targets for the course, participants must have a desire to reflect upon and adjust current practice to improve student engagement and learning.

Instructors: Diane W. Doersch, Chief Technology & Information Officer, GBAPS (Instructor of record) Benjamin Brazeau, Technology Integrator, GBAPS

Schedule: Tuesdays, February 10 & 24; March 31; and April 7, 14, & 21, 2015 (4:15-7:15 p.m.); and a minimum of 27 hours of course instruction meeting online

Location: Face-to-Face sessions at Green Bay Area Public School District; Online sessions using Google Classroom
Course Rationale: Building teacher technology competencies and providing transformational learning opportunities is vital to moving school district students and staff forward. As we work to help our students become community, college, and career ready, it is essential that we empower our staff and students with 21st century skills that involve critical thinking, collaboration, communication, and creativity.

Course Description: This course will provide practical experience in lesson planning, implementation, and evaluation strategies, which incorporate the use of Green Bay Area Public Schools’ online resources and technology. The focus will be on making informed decisions about content, skills, and ways to use technology resources to supplement, enhance, and extend curriculum, learning, and teaching strategies for our 21st century learners. Educators will be exposed to a myriad of online technologies and resources, keeping in mind sound educational philosophy and pedagogy. Each participant will develop an integrated curriculum lesson in which computer technology supports and extends possibilities for learning. They will examine the means by which educators can easily change from the traditional teacher-centered classroom to a more student-focused learning environment.

Course Objectives:

- Educators will understand how the utilization of digital resources impacts student learning.
- Educators will learn how to incorporate ISTE Standards-S for students.
- Educators will build their skills according to ISTE Standards-T for teachers.
- Educators will understand and demonstrate how technology can be integrated into the curriculum to facilitate student learning.
- Educators will build sustainable resources for an ongoing Professional Learning Network.

Student Learning Objectives:

Values and Ethics - Educators will:

1. Appreciate the rich resources the Internet has to offer for data collection.
2. Become more confident in assisting their students in technology-rich activities.

Knowledge - Educators will:

1. Explore the challenges of effectively integrating technology into the school setting and curriculum.
2. Define pedagogy and educational philosophy which governs how teachers and students use computer technology.

Reflection - Educators will:

1. Identify their own learning style and reinforce the importance of teaching to different learning styles in the classroom.
2. Learn to encourage knowledge and skill acquisition through individual, cooperative, and collaborative work in their classroom.
Collaboration - Educators will:
1. Link knowledge of teaching styles, student learning styles, and the technology resources for creating curriculum and instructional activities.
2. Participate in an environment that supports learning and provides feedback to cohorts.

Accountability - Educators will:
1. Increase their ability and technical expertise to develop a technology-inclusive curriculum.
2. Develop criteria for judging whether or not computer technology and software will be of use.
3. Create a pedagogical and philosophical framework within which that software will be put to use.

Required Readings:

*Additional readings as listed on course outline

Course Requirements, Evaluation, and Assessment:

Undergraduate Credit Requirements:
- Complete all work in the “Deliverable” section of Column A for all 6 sessions
- Choose option A or B under Column A for choice work.
- Complete all required reading in Column B for all 6 sessions
- Use research findings to complete Column C- online discussion
- Participate in Column D in-class activities
- Utilize Column E resources
**Graduate Credit Requirements:**

- Complete all work in the “Deliverable” section of Column A for all 6 sessions
- Choose option A or B under Column A for choice work. Graduate level students are required to complete 3 additional choices from Column A throughout the options provided in column A throughout the six sessions.
- Complete all required reading in Column B for all 6 sessions
- Use research findings to complete Column C - online discussion
- Participate in Column D in-class activities
- Utilize Column E resources

**Evaluation:**

<table>
<thead>
<tr>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>Class Assignments</td>
<td>Class Assignments</td>
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<td>32%</td>
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<td>Online Discussion Forums</td>
<td>Additional Column A Activities</td>
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<td>24%</td>
<td>16%</td>
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<td>Final Project – Integrated</td>
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<td>44%</td>
<td>24%</td>
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<td>Lesson Plan</td>
<td>Final Project – Integrated Lesson Plan</td>
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**Grading Scale:**

- A 94-100%
- AB 88-93
- B 84-87
- BC 78-83
- C 74-77
- CD 68-73
- D 61-67
- F 60 or below
Schedule and Outline:

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<td>Research &amp; Resources - to be reviewed outside of class</td>
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<tr>
<td>C</td>
<td>Inventory/Goals - online discussion and reflection outside of class time</td>
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<tr>
<td>D</td>
<td>In-Class Lessons</td>
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<tr>
<td>E</td>
<td>Technology Resources for hand-on Learning</td>
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1: *How can we help our students meet their learning goals with technology?*

- **Deliverables:**
  - Discussion participation and provide two reflections and three discussion comments. (ISTE•T Standards 1d, 5a, 5b)
  - **Choose one of the following:**
    - **A.** Apply a new Google technique and submit an artifact with explanation of why you chose it (ISTE•T Standards 2a)
    - **B.** Review any of the standards’ schemas and list two weaknesses you or your students possess and two strengths you or your students possess. (ISTE•T Standards 3a, 3d)

- **Common Core State Standards**
- **ISTE (Standards T - Teacher, Standards S - Student)**
- **Google tutorials 32 Ways to use Google Docs in the Classroom**
- **UDL**
- **Where are you now?**
- **After reviewing the ISTE teacher standards, what are some takeaways you would like from this course?**
- **After reviewing the standards, did you have questions about any of them? What are some of your thoughts/reflections regarding their relevancy?**
- **After reviewing the 32 ways, list 4 you would use and why.**
- **Student & Technology Management**
- **Creating good discussion posts and how to evaluate them**
- **The importance of your online presence**

- **Google Suite and Classroom**
  - Folder structure
  - Threaded discussion
  - Sharing of documents
# Session

2: What do we need to know about our students and their learning?

- **Deliverables:**
  - Discussion participation, create profile picture. (ISTE•T Standards 2a, 5a, 5b)
  - **Choose one of the following:**
    - A. create a motivational poster, (ISTE•T Standards 3a, 3c) ~or~
    - B. share your favorite web tool you have researched so far and tell how it could be used in your classroom (ISTE•T Standards 1d, 5a, 5b).

## Research & Resources - to be reviewed outside of class

- Brain Dynamics
- Visual Literacy
- BYOT/BYOD Social networks and their impact on learning

## Inventory/Goals - online discussion and reflection outside of class time

- Where are you now?
- What would you like to get out of this session?
- What is your feedback strategy?
- What is your BYOT strategy?

## In-Class Lessons

- Online photo editing
- Synchronous and asynchronous communications with students for feedback
- Selecting device neutral tools for students to help them reach their learning goals

## Technology Resources for hand-on Learning

- Pixlr
- Discussion Boards
- Today’s Meet
- Twitter
- Rubistar
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<tr>
<td>3: How can we help students become better writers and readers?</td>
<td>● <strong>Technology’s impact on reading and writing</strong>&lt;br&gt;● Social networks and their impact on learning*&lt;br&gt;Learning spaces by David Thornburg**</td>
<td>● Tell about some reading strategies that work for your subject area and student age.&lt;br&gt;● What one thing would you like to implement to help students improve in their reading or writing skills?&lt;br&gt;● How have you observed your learning environment’s impact on your students? Design an ideal learning space for your students.&lt;br&gt;● Share a favorite web tool that is age and curricular appropriate.</td>
<td>● Selecting device neutral tools for students to help them reach their learning goals&lt;br&gt;● Strategies to help students reach their learning goals</td>
<td>● Discussion Boards&lt;br&gt;● Today’s Meet&lt;br&gt;● Twitter&lt;br&gt;● Google + (for use with students 13+)&lt;br&gt;● Teacher/peer selected tools of choice (could be but not limited to)&lt;br&gt;○ Nettrekker&lt;br&gt;○ World Book Online&lt;br&gt;○ Safari Montage&lt;br&gt;○ BadgerLink&lt;br&gt;○ Padlet</td>
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**Deliverables:** Discussion questions and comments, Create a lesson plan for a technology enhanced reading or writing lesson, Design a feedback strategy using technology, Create a rubric for a student reading or writing lesson. Teach the lesson providing feedback and using the rubric, then reflect upon it in our threaded discussion. (ISTE Nets T - Standard 1a-d, 2a-d, 3a, 3d)

**Choose one of the following:**

- A. Try a new form of social media. Tell how you might use it in the classroom. (ISTE Nets T - Standard 1c 3a) –or–
- B. Design an ideal learning space for your students. (ISTE Nets T - Standard 3d)
### A Session

**4: How can we help our students become better communicators?**

- **Deliverables:** Create a threaded discussion lesson plan. (ISTE Nets T - Standard 1d, 5a)
- **Choose one of the following:** A. Review a device neutral tool that will help students become better communicators, (ISTE Nets T - Standard 2a)  
  -or-  
  B. create a lesson plan to incorporate the tool into your curricular area. (ISTE Nets T - Standard 2a)

### B Research & Resources - to be reviewed outside of class

- NEA – The Four C’s Framework for 21st Century Skills

### C Inventory/Goals - online discussion and reflection outside of class time

- Tell about and reflect upon the lesson you implemented in your classroom. Tell about some differences you observed regarding student learning.
- Share a favorite web tool that is age and curriculum appropriate, uses the Four C’s and 21st Century skills. Tell why you chose it.

### D In-Class Lessons

- Screencasting
- Video Editing
- Student Blogging

### E Technology Resources for hand-on Learning

- WeVideo
- Screencast o matic
- KidBlog
- GBAPS Digital Resources
  - Zooburst
  - Culturegrams
  - Safari Montage
  - BadgerLink
  - WorldBook Online
  - Netrekker
  - Atomic Learning
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<td>5: <em>How can I, as a teacher, optimize my time in the classroom?</em></td>
<td>● Flipped Learning</td>
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<td>● How have you transformed what you have done in your classroom as a result of this course? How has it impacted student learning?</td>
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<td>● Creating an environment for a flipped classroom: Skills and resources</td>
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<td>● Game based learning</td>
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<td>● Discuss and reflect upon a new experience in social media and ideas for implementation.</td>
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<td>● Minecraft and its educational benefits</td>
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<td>● MakerSpaces and STEAM education</td>
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- **Deliverables:** Create a professional development lesson plan for your staff that relates to your content area of expertise and the incorporation of a new technology resource. (ISTE Nets T - Standard 3a-d)
- **Choose one of the following:** A. Sign up for 2 new social media services and try some uses. Identify two possible ways the media could be used with students (ISTE Nets T - Standard 2a-d), ~or~ B. Out of the new topics introduced throughout the duration of the course, develop a plan to explore one of the topics further. Create details on a deliverable for your final project due on final day of class. (ISTE Nets T - Standard 1a-d, 2a-d)
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</table>
| 6: How can I help my students become better digital citizens and critical consumers of information? | • Deliverables: Create a lesson that overlays with an existing curricular plan that teaches some aspect of Digital Citizenship. Design a flipped lesson to teach it. Include how learning will be evaluated. (ISTE Nets T – Standard 4a-d) | • **Genius Hour**  
• Digital Citizenship: [Common Sense Media](http://www.commonsensemedia.org)  
• GBAPS Acceptable Use Policy | • How could you incorporate Genius hour into your curricular area or grade level?  
• What are digital citizenship topics you see students have the most need for education? How about staff members? | • Presentations by peers |
## Discussion Forum Response Rubric

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<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Submits original post within one week and responds to at least 3 other posts within forum period.</td>
<td>Submits original post within one week and responds to at least 2 other posts within forum period.</td>
<td>Either does not submit original post within one week OR does not respond to at least 2 other posts within the forum period.</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Frequently posts topics that are related to discussion content; responses share comments and personal experiences that show in-depth thinking related to a specific topic</td>
<td>Occasionally posts off topic; responses are general and don’t always show in-depth thought about a specific topic</td>
<td>Posts topics which do not relate to the discussion content; makes irrelevant remarks</td>
</tr>
<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>Prompts further discussion of others by asking questions and making comments that encourage responses; interacts freely</td>
<td>Most posts offer no further insight into the topic nor prompt further discussion by others; responses are general and don’t always show in-depth thought</td>
<td>Does not make effort to participate in learning community as it develops</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Creates new threads as needed to keep discussion organized. Follows the directions for thread posting given by the instructors.</td>
<td>Adds to existing threads even when a new thread is necessary for organization.</td>
<td>Does not respond to existing threads or create new threads</td>
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## Integrated Lesson Rubric Sample:

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<tr>
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<th>3</th>
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<tbody>
<tr>
<td><strong>State K-12 Educational Technology Standards</strong></td>
<td>The lesson provides no connection to the state technology standards and performance indicators.</td>
<td>The lesson provides little connection to the state technology standards and performance indicators.</td>
<td>The lesson provides significant and clear references to the state technology standards and performance indicators.</td>
<td>Emphasis on the technology standards and performance indicators are clearly seen through the major components of the lesson plan.</td>
</tr>
<tr>
<td><strong>Curriculum and Standards</strong></td>
<td>The lesson is not focused on a content area. The lesson provides no connection to local curriculum and/or state content standards.</td>
<td>The lesson is loosely focused on a content area. The lesson provides some/limited connection to local curriculum and/or state content standards.</td>
<td>The lesson is focused on a content area. The lesson provides clear connections to local curriculum and/or state content standards/benchmarks in some, but not all major phases of the lesson plan. The target audience is defined.</td>
<td>The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined.</td>
</tr>
<tr>
<td><strong>Objectives (Objectives should define what students will know and be able to do.)</strong></td>
<td>The objective(s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.</td>
<td>Some of the objectives are clear and some are not. Not all objectives are stated in terms of student behavior.</td>
<td>Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable.</td>
<td>Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable. At least 1 objective addresses higher order thinking skills.</td>
</tr>
<tr>
<td>Introductory Activities</td>
<td>The lesson is void of any introductory (i.e. initiation/set) activities</td>
<td>The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.</td>
<td>Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or “bridging” value.</td>
<td>Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Activities are disconnected and not focused on the objective.</td>
<td>Activities are connected to the objective but disconnected from one another.</td>
<td>All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate.</td>
<td>All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative.</td>
</tr>
<tr>
<td>Concluding Activities (Concluding activities re-examine the important points of the lesson.)</td>
<td>The lesson contains no closure.</td>
<td>Closing activities are poorly developed and done primarily by the teacher.</td>
<td>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.</td>
<td>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.</td>
</tr>
<tr>
<td>Assessment (Assessment opportunities are ongoing and inform students)</td>
<td>Opportunities for student assessment are not provided.</td>
<td>Assessment opportunities are loosely identified and make limited connections to the Wisconsin Content Standards and lesson objective(s).</td>
<td>Assessment opportunities are identified and require students to apply knowledge or demonstrate understanding of Wisconsin Content Standards. Provide limited evidence that students have achieved the lesson objective(s).</td>
<td>Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Wisconsin Content Standards. Provide clear evidence that students have achieved the lesson objective(s).</td>
</tr>
<tr>
<td>Assessment Continued: Methods for Measuring Student Achievement (Methods should include both formal and informal tools)</td>
<td>None included.</td>
<td>Limited to paper and pencil tests.</td>
<td>At least one non-paper and pencil method of measuring student achievement is included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)</td>
<td>Two or more non-paper and pencil methods of measuring student achievement are included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)</td>
</tr>
<tr>
<td>Resources and Technology Tools: Does technology support instructional activity?</td>
<td>Technology is not included.</td>
<td>The inclusion of technology is clearly an &quot;add-on,&quot; not complementing the learning activities.</td>
<td>Technology is integrated into the lesson to improve the quality of student work and/or presentation.</td>
<td>A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.</td>
</tr>
<tr>
<td>Lesson Materials and Resources (Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)</td>
<td>Materials necessary for both student and teacher use are not listed.</td>
<td>A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable.</td>
<td>Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site.</td>
<td>All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying “the handout,” it is referred to by name).</td>
</tr>
<tr>
<td>Lesson Development Resources (Resources used by the teacher to create this lesson. i.e. books, journals, magazines, web sites, outside experts, etc.)</td>
<td>Resources and links have not been identified for this lesson.</td>
<td>Limited resources and links have been identified.</td>
<td>Numerous resources and links have been identified.</td>
<td>A rich variety of resources are identified and used in the lesson. A list of sources and resources is provided.</td>
</tr>
<tr>
<td>Differentiation Strategies (Modifications include changes in instructional level, content, and performance criteria.)</td>
<td>Individual needs of students are not addressed. The lesson does not contain a modification for students from special populations.</td>
<td>Limited diversity of learning strategies that does not enable all students to attain learning objectives. The lesson modification(s) is/are not well articulated and is/are minimal in application and conception.</td>
<td>Evidence of diverse learning strategies that meet the needs of students enabling them to attain the learning objectives. The lesson includes at least one modification for students from special populations.</td>
<td>Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students from special populations.</td>
</tr>
<tr>
<td>Student Engagement (The course of instruction responds to student needs and interests)</td>
<td>The lesson is not appealing to the student. There is no evidence of student choice or flexibility in pace, topic, resources, or end product.</td>
<td>The lesson is relevant and appealing, but student choice and flexibility are limited.</td>
<td>The lesson is relevant and appealing. There is evidence of instructional flexibility or accommodation of students’ interests and learning modes.</td>
<td>The lesson is relevant and appealing. It supports student choice and encourages students to be creative. At least one section is open-ended allowing students to take responsibility for their learning.</td>
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<td>Collaboration</td>
<td>Direct or whole-group instruction dominates learning experiences. Collaboration is not supported.</td>
<td>Collaborative learning allows only a few students to develop teamwork, communication, and problem solving skills.</td>
<td>Collaborative learning allows most/many students to develop teamwork, communication, and problem solving skills.</td>
<td>Collaborative learning allows all students opportunities to develop teamwork, communication, problem-solving skills, and reflection.</td>
</tr>
<tr>
<td>Ease of Use</td>
<td>The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use.</td>
<td>The scope of the lesson is challenging because it is time intensive and materials intensive.</td>
<td>The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.</td>
<td>The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has been tested and used with students, and the teacher has provided reflective comments about his/her experiences.</td>
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*From [http://www.classroom.net/edsoasis/TGuild/MsRubric.html](http://www.classroom.net/edsoasis/TGuild/MsRubric.html), June 2002*

**Americans with Disabilities Act:** If you are a student with a disability and require auxiliary aids, services or other accommodations for this class, please see the instructor to discuss your accommodation needs.
Wisconsin Standards for Teacher Development and Licensure

2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

*Nov. 20, 2014- MS; Dec. 12, 2014- CL; Dec. 19, 2014 –dates revised per GBAPS—MAD.*