



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



COURSE: EDU 3215

Name: Rebekkah Morrison

Course Title: Technology and Computer Programs for the Classroom

MTC Goal Area: _____

Credits: 2 **Pre-requisites:** _____ **Co-requisites:** _____

Course Description:

This course provides an overview of educational technology in the classroom. Emphasis is placed on building skills and strategies for integrating technology tools in the classroom to support student engagement, creativity, digital citizenship, media literacy and digital age learning experiences. Current and emerging technologies are explored to create new media, design innovative instruction, and build online learning experiences that enrich informal and formal education.

Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):

- Couros, George (2015). The Innovator's Mindset
- Adcock, Trey (2014). Technology Integration in American Indian Education: An Overview (Digital Access)
- Online resources

Course Content:

- Introduction to Educational Technology and Innovation
- ISTE Student Standards
- Digital Divide
- Innovation: Using EdTech to support creativity
- SAMR Technology Integration Model
- Media Literacy
- Digital Citizenship
- STEM
- Hybrid Learning
- Ethical Considerations
- Professional Development



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Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring an accommodation to participate in class activities or meet course requirements should first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

Sexual Violence

Fond du Lac Tribal & Community College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying, and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. Fond du Lac Tribal & Community College has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders, and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <http://fdltcc.edu/about-us/policies-reports/campus-security-policies-reports/>

Please be aware that all Fond du Lac Tribal & Community College employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Anita Hanson, Dean of Student Services, at 218-879-0805 or anita.hanson@fdltcc.edu.

Outcomes and Assessments

Learning Outcomes

- Evaluate and create personal technology goals for professional growth and development.
- Create a classroom activity using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model that meets the needs of all students.
- Create authentic technology outcomes that are relevant and meaningful to the Indigenous students.
- Evaluate three technology tools for applicability with Indigenous students and other diverse students.
- Design a classroom activity teaches students about digital citizenship.



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- Reflect on learning and demonstrate growth in topics related to the ISTE Standards of educational technology by creating a digital portfolio.

Cultural Standards*: listed at the end of the syllabus

*Each course within the Elementary Education bachelors' degree program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

Standard (must meet 3)	Learning Outcomes (2 for each standard) The student will:	Assessment
<p>1. GIKENDAASOWIN <i>Knowing knowledge</i> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<p>Create authentic technology outcomes that are relevant and meaningful to the Indigenous students.</p> <p>Evaluate three technology tools for applicability with Indigenous students and other diverse students.</p>	<p>1) Students will write a personal reflection paper on how to empower students to question and explore. Reflection will include the creation of authentic outcomes, relevant and meaningful to the American Indian culture, that incorporate the use of educational technology.</p> <p>2) Students will evaluate three modern classroom technology tools. They will analyze the effectiveness of each tool in the classroom and with American Indian students, and then write a one-page paper about what they have learned. They will also present their findings to the class via a presentation.</p>
<p>2. GWAYAKWAADIZIWIN <i>Living a balanced way:</i> To provide students the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to</p>	<p>Evaluate and create personal technology goals for professional growth and development.</p>	<p>1) Students will write a personal technology goal at the beginning of the course and then reflect on that goal throughout the course through both written reflection assignments and discussion board responses. Goals should be focused on</p>



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<p>understanding and deciding on a course of action.</p> <p><u>Outcome:</u> Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<p>Reflect on learning and demonstrate growth in topics related to the ISTE Standards of educational technology by creating a digital portfolio.</p>	<p>growth that encourages success for American Indian students.</p> <p>2) Students will create a Google Site to serve as a portfolio in order to highlight assignments that show their own growth in educational technology, as well as strategies and skills gained to assist their work with American Indian students.</p>
<p>5. DEBWEWIN <i>Honesty and integrity</i> Encourage students to develop a deeper appreciation of their own worldview and the worldview of others.</p> <p><u>Outcome:</u> Assessment and Use of Data To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.</p>	<p>Create a classroom activity using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model that meets the needs of all students.</p> <p>Design a classroom activity teaches students about digital citizenship.</p>	<p>1) Students will participate in discussion about current issues in educational technology via online discussion board posts. Weekly readings will be provided as basis of the discussion. Focus will be on topics most relevant to the American Indian community.</p> <p>2) Students will apply what they learn about digital citizenship and media literacy from the completion of the hyperdoc activities, by designing a classroom activity. The activity will utilize one of the educational technology tools we have discussed in class that will be beneficial for their American Indian students. The activity will teach their own students about digital citizenship.</p>



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FDLTCC Competencies Across the Curriculum (CAC)*

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's traditions and culture, knowledge of others' traditions and cultures, the culture of work, culture of academic disciplines, and/or respect for global diversity.)



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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard? Based on the assignments and assessments, the student will:	Learning Outcome	Cultural Standard
3H.	demonstrate knowledge and understanding of concepts related to technology and student learning.	<p>Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goal of your choosing. Reflection one requires you to choose the goal and explain its personal significance and importance. Reflection two requires you to report on your progress and evaluate your technology goals, preferences and classroom philosophies for their effects on students, parents, and professional community. Reflection three requires you to assess your progress once again. Do you feel you were able to reach your goal? What additional steps do you need to take? What new goals do you have? Each reflection will be graded on a 10-point rubric. <i>(These should be added to your Google Site / Portfolio)</i></p> <p>Weeks, 1, 2, 8, 16</p>	<p>Students will construct a personal technology goal. Their goal must aim to increase Elementary student learning, with a particular focus on their American Indian students. They will reflect on their progress towards this goal by responding to online discussion board posts and writing a series of three one-page reflective papers about their personal growth towards this technology goal.</p> <p>Self-evaluate their own technology abilities by setting personal technology goals for the course and reporting their progress on those goals. By doing this, they will demonstrate their understanding of technology and how it can best be used to support and enhance student learning.</p>	Evaluate and create personal technology goals for professional growth and development	GWAYAKW AADIZIWIN <i>Living a balanced way</i>



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MN PELS SEP Standard	<i>8710.2000 Standards of Effective Practice</i>	Assignment & Assessment	How does this show students will meet the standard? Based on the assignments and assessments, the student will:	Learning Outcome	Cultural Standard
4R.	identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	<p>Formative Assessment Tools Evaluation: Read Top Tech Tools for Formative Assessment and 75 Digital Apps and Tools Teachers Can Use to Support Formative Assessment. Evaluate the tools listed for effectiveness in relation to your own classroom needs. Form a list of five assessment tools you would like to use in your own classroom. Do any additional research you feel is necessary to complete your evaluation. Write a one-page paper describing the tools, evaluating their effectiveness, and explaining why you would use them in your own classroom. Be sure to consider their effects on students from various backgrounds, including American Indian students. Evaluation will be graded on a 10-point rubric.</p> <p>Weeks 4, 5 and 15</p>	<p>Determine the effectiveness of a modern technology tool. They will evaluate its effectiveness with learners from diverse backgrounds and abilities. They will ensure the tools are the best choice to empower their learners. They will also present their findings to the class via a presentation.</p>	Evaluate three technology tools for applicability with Indigenous students and other diverse students.	GIKENDA ASOWIN <i>Knowing knowledge</i>
5K.	use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and	<p>Reading Ch. 9: "Powerful Learning First, Technology Second" in Innovator's Mindset and participating in an online discussion activity based on questions posed at the end of the chapter.</p> <p>Week 10</p>	<p>Students will understand how to use technology to enhance student learning that is already powerful through course reading and discussion.</p> <p>Students will explore the concept of SAMR through completion of the components of a hyperdoc about the SAMR model of</p>	Create a classroom activity using the SAMR model that meets the needs of all students.	DEBWEWIN <i>Honesty and integrity</i>



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		<p>SAMR Modified Lesson and Reflection: Complete the steps of a hyperdoc about STEM and classroom technology and reflect on its importance, including cultural perspectives on STEM. Once you have completed the steps of the hyperdoc, transform an existing lesson to achieve a deeper level of tech integration, according to the SAMR levels. If you created a document, etc, to describe your activity, post/embed the link in your reflection. Add photos if you desire. Or, just type a description and instructions for the activity in your reflection. Finally, write a paragraph reflecting on how this STEM activity is meaningful to your American Indian Students. Graded on a 10-point rubric. <i>(This assignment should be added to your Google Site/Portfolio)</i></p> <p>Weeks 5, 6, 7</p>	<p>technology integration. Students will apply what they learn after exploring the hyperdoc by transforming an existing lesson, unit, or activity using the SAMR model.</p> <p>Learn strategies to deliver instruction to students at different levels and paces, meeting students at their own level and enhancing their knowledge of technology.</p>		



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5L.	develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.	<p>SAMR Modified Lesson and Reflection: Complete the steps of a hyperdoc about STEM and classroom technology and reflect on its importance, including cultural perspectives on STEM. Once you have completed the steps of the hyperdoc, transform an existing lesson to achieve a deeper level of tech integration, according to the SAMR levels. If you created a document, etc, to describe your activity, post/embed the link in your reflection. Add photos if you desire. Or, just type a description and instructions for the activity in your reflection. Finally, write a paragraph reflecting on how this STEM activity is meaningful to your American Indian Students. Graded on a 10-point rubric. <i>(This assignment should be added to your Google Site/Portfolio)</i> Weeks 5, 6, 7</p>	<p>Students will explore the concept of SAMR through completion of the components of a hyperdoc about the SAMR model of technology integration. Students will apply what they learn after exploring the hyperdoc by transforming an existing lesson, unit, or activity using the SAMR model.</p> <p>Evaluate and reimagine an existing lesson or activity to incorporate a deeper degree of educational technology.</p>	Create a classroom activity using the SAMAR model that meets the needs of all students.	DEBWEWIN <i>Honesty and integrity</i>
7I.	Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:	<p>Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goal of your choosing. Reflection one requires you to choose the goal and explain its personal significance and importance. Reflection two requires you to report on your progress and evaluate your technology goals, preferences and classroom</p>	Students will construct a personal technology goal. Their goal must aim to increase Elementary student learning, with a particular focus on their American Indian students. They will reflect on their progress towards this goal by responding to online discussion board posts and writing a series of three one-page	Evaluate and create personal technology goals for professional growth and development.	GWAYAK WAADIZI WIN <i>Living a balanced way</i>



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	<p>support and expand learner expression in speaking, writing, and other media;</p>	<p>philosophies for their effects on students, parents, and professional community. Reflection three requires you to assess your progress once again. Do you feel you were able to reach your goal? What additional steps do you need to take? What new goals do you have? Each reflection will be graded on a 10-point rubric. <i>(These should be added to your Google Site / Portfolio)</i></p> <p>Weeks, 1, 2, 8, 16</p> <p>Discussion Board Prompts: Weekly discussion board posts based on assigned readings. There will typically be two posts per week. One discussion thread will be a reflection on an assigned article, and the other will be discussion questions based on the <u>Innovator's Mindset</u> text. Each discussion thread will require a personal response, along with at least two responses to classmates' posts. Each thread will be graded on a 4-point discussion rubric.</p> <p>Weeks 1-16</p>	<p>reflective papers about their personal growth towards this technology goal.</p> <p>Self-evaluate their own technology abilities by setting personal technology goals for the course and reporting their progress on those goals. By doing this, they will demonstrate their understanding of technology and how it can best be used to support and enhance student learning.</p> <p>Students will participate in discussion board conversations about the value of media literacy.</p> <p>Discuss strategies to support and expand their students' expression in reading, writing and digital media.</p>		



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7K.	use a variety of media and educational technology to enrich learning opportunities	<p>Digital Portfolio: Create a Google Site to demonstrate what you have learned during the course. Each required page is worth 10 points for a total of 50 points. Assignments to add include:</p> <ul style="list-style-type: none"> - Personal Technology Reflections - Digital Citizenship Lesson and Survey and Reflection - Ed Tech Tools - Ethical Issues Survey and Reflection - SAMR Modified Lesson and Reflection <p align="center">Weeks 1-16</p>	<p>Students will build a digital portfolio via creation of a Google Site to demonstrate their growth in topics related to educational technology.</p> <p>Students also demonstrate how they have planned activities that use a variety of educational tools to enrich the learning opportunities of their students.</p>	Reflect on learning and demonstrate growth in topics related to the ISTE Standards of educational technology by creating a digital portfolio.	GWAYAK WAADIZI WIN <i>Living a balanced way</i>
8H	<p>Subpart 8. Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:</p> <p>plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.</p>	<p>Digital Citizenship Lesson: Use the BrainPop Digital Citizenship website to explore lessons and activities about digital citizenship. Design a classroom lesson at the grade level of your choosing that teaches students about digital citizenship, includes cultural values, and utilizes an educational technology tool. Write a one-page reflection on the lesson. Include: a) Describe the lesson b) What digital citizenship value does it teach? c) What cultural values does it include? d) Which digital tool did you</p>	<p>Students will explore the concepts of Digital Citizenship and Media Literacy through completion of various readings and activities in a hyperdoc. They will apply what they learned by designing a classroom activity using one of the tools discussed in class to teach their students about digital citizenship.</p> <p>Learn strategies for management of classroom technology resources and activities to ensure appropriate and safe student learning in the</p>	Design a classroom activity teaches students about digital citizenship.	DEBWEWIN <i>Honesty and integrity</i>



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		<p>use to create your lesson? Graded on a 10-point rubric Digital Citizenship Survey and Reflection: Using Google Forms, conduct a survey regarding the biggest digital citizenship issues facing students today. Attempt to ask people from your own culture and a culture other than your own and write a one-page reflection on the results. You must digitally collect at least 5-10 responses to your survey. Email the link to your survey to friends, family, coworkers, etc. You may even want to post the link on social media (Facebook, etc) for more responses. Reflection must include any charts and graphs generated from the Form results. Your survey must include at least 5 questions. Questions should be multiple choice/ ranking, etc. so that you can generate charts and graphs from the responses. One question must ask audience to choose from a list what they feel is the biggest digital citizenship issue facing students today. Other questions may ask for audience opinion on a variety of digital citizenship</p>	<p>technology-integrated classroom environment.</p>		



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		issues. Graded on a 10-point rubric. Weeks 9, 10, 11, 12, and 14			
9N.	<p>Subpart 9. Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:</p> <p>use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>	<p>Formative Assessment Tools Evaluation: Read Top Tech Tools for Formative Assessment and 75 Digital Apps and Tools Teachers Can Use to Support Formative Assessment. Evaluate the tools listed for effectiveness in relation to your own classroom needs. Form a list of five assessment tools you would like to use in your own classroom. Do any additional research you feel is necessary to complete your evaluation. Write a one-page paper describing the tools, evaluating their effectiveness, and explaining why you would use them in your own classroom. Be sure to consider their effects on students from various backgrounds, including American Indian students. Evaluation will be graded on a 10-point rubric. Weeks 4, 5 and 15</p>	<p>Evaluate assessment tools and form a list of tools to help them gather data, interpret that data, and then use the findings to improve their instructional practices in order to improve their students' learning and classroom experience.</p> <p>Students will read about the top technology tools for classroom assessments, evaluate those tools for their own personal classroom needs, and create a list of tools they would use with their own students.</p>	<p>Evaluate three technology tools for applicability with Indigenous students and other diverse students.</p>	GIKENDA ASOWIN <i>Knowing knowledge</i>



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10K.	<p>Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:</p> <p>understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;</p>	<p>Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 and create an online presentation (Google Slides) to promote your viewpoint/argument. In your presentation, demonstrate how the issue may affect people of different cultures in different ways. Presentation should include at least five slides that: 1) Introduce the ethical issue 3) Explain both sides of the issue 3) Gives your opinion 4) Explains why you choose that side of the argument 5) Explains how the issue may affect people of different cultures in different ways. Graded on a 10-point rubric. Weeks 14 and 15</p>	<p>Understand how their choices and actions affect others and the ethics involved in teaching with technology. The ethical issue must align with professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 to demonstrate understanding of the Code of Ethics for Minnesota Teachers. Students will choose one of the ethical issues from the weekly discussion boards and create an online presentation (Google Slides) to promote their viewpoint/argument and discuss how the issue may affect people of different cultures in different ways.</p>	<p>Design a classroom activity teaches students about digital citizenship.</p>	<p>DEBWEWIN Honesty and integrity</p>



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10M.	understand the role of continuous development in technology knowledge and skills representative of technology applications for education.	<p>Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goal of your choosing. Reflection one requires you to choose the goal and explain its personal significance and importance. Reflection two requires you to report on your progress and evaluate your technology goals, preferences and classroom philosophies for their effects on students, parents, and professional community. Reflection three requires you to assess your progress once again. Do you feel you were able to reach your goal? What additional steps do you need to take? What new goals do you have? Each reflection will be graded on a 10-point rubric. <i>(These should be added to your Google Site / Portfolio Weeks, 1, 2, 8, 16)</i></p> <p>Discussion Board Prompts: Weekly discussion board posts based on assigned readings. There will typically be two posts per week. One discussion thread will be a reflection on an assigned article, and the other will be discussion questions based on the <u>Innovator's Mindset</u> text. Each discussion thread will require a personal</p>	<p>Evaluate their technology preferences and classroom philosophies for their effects on students, parents, and professional community.</p> <p>Students will self-evaluate their own technology abilities by setting personal technology goals for the course and reporting their progress on those goals with periodic written reflections and discussion board responses.</p> <p>Students will participate in discussion board conversations about the value of media literacy.</p> <p>Discuss strategies to support and expand their students' expression in reading, writing and digital media.</p>	Evaluate and create personal technology goals for professional growth and development.	GWAYAK WAADIZI WIN <i>Living a balanced way</i>



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		<p>response, along with at least two responses to classmates' posts. Each thread will be graded on a 4-point discussion rubric.</p> <p>Weeks 1-16</p>			
11M.	<p>Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:</p> <p>understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.</p>	<p>Discussion Board Prompts: Weekly discussion board posts based on assigned readings. There will typically be two posts per week. One discussion thread will be a reflection on an assigned article, and the other will be discussion questions based on the <u>Innovator's Mindset</u> text. Each discussion thread will require a personal response, along with at least two responses to classmates' posts. Each thread will be graded on a 4-point discussion rubric.</p> <p>Weeks 1-16</p> <p>Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional</p>	<p>Understand and debate multiple perspectives on ethical issues surrounding the use of technology in school.</p> <p>Students will discuss current issues in educational technology, including ethical issues, through weekly readings and discussion board posts.</p> <p>Understand how their choices and actions affect others and the ethics involved in teaching with</p>	<p>Design a classroom activity teaches students about digital citizenship.</p>	<p>DEBWEWIN Honesty and integrity</p>



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		<p>conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 and create an online presentation (Google Slides) to promote your viewpoint/argument. In your presentation, demonstrate how the issue may affect people of different cultures in different ways. Presentation should include at least five slides that: 1) Introduce the ethical issue 3) Explain both sides of the issue 3) Gives your opinion 4) Explains why you choose that side of the argument 5) Explains how the issue may affect people of different cultures in different ways. Graded on a 10-point rubric.</p> <p>Weeks 14 and 15</p>	<p>technology. The ethical issue must align with professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 to demonstrate understanding of the Code of Ethics for Minnesota Teachers.</p> <p>Students will choose one of the ethical issues from the weekly discussion boards and create an online presentation (Google Slides) to promote their viewpoint/argument and discuss how the issue may affect people of different cultures in different ways.</p>		

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Course Requirements & Assessment descriptions:

Discussion Board Prompts: Weekly discussion board posts based on assigned readings. There will typically be two posts per week. One discussion thread will be a reflection on an assigned article, and the other will be discussion questions based on the Innovator's Mindset text. Each discussion thread will require a personal response, along with at least two responses to classmates' posts. Each thread will be graded on a 4-point discussion rubric.

Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goal of your choosing. Reflection one requires you to choose the goal and explain its personal significance and importance. Reflection two requires you to report on your progress and evaluate your technology goals, preferences and classroom philosophies for their effects on students, parents, and professional community. Reflection three requires you to assess your progress once again. Do you feel you were able to reach your goal? What additional steps do you need to take? What new

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goals do you have? Each reflection will be graded on a 10-point rubric. *(These should be added to your Google Site / Portfolio)*

Formative Assessment Tools Evaluation: Read [Top Tech Tools for Formative Assessment](#) and [75 Digital Apps and Tools Teachers Can Use to Support Formative Assessment](#). Evaluate the tools listed for effectiveness in relation to your own classroom needs. Form a list of five assessment tools you would like to use in your own classroom. Do any additional research you feel is necessary to complete your evaluation. Write a one-page paper describing the tools, evaluating their effectiveness, and explaining why you would use them in your own classroom. Be sure to consider their effects on students from various backgrounds, including American Indian students. Evaluation will be graded on a 10-point rubric.

SAMR Modified Lesson and Reflection: Complete the steps of a hyperdoc about STEM and classroom technology and reflect on its importance, including cultural perspectives on STEM. Once you have completed the steps of the hyperdoc, transform an existing lesson to achieve a deeper level of tech integration, according to the SAMR levels. If you created a document, etc, to describe your activity, post/embed the link in your reflection. Add photos if you desire. Or, just type a description and instructions for the activity in your reflection. Finally, write a paragraph reflecting on how this STEM activity is meaningful to your American Indian Students. Graded on a 10-point rubric. *(This assignment should be added to your Google Site/Portfolio)*

Digital Citizenship Lesson: Use the [BrainPop Digital Citizenship website](#) to explore lessons and activities about digital citizenship. Design a classroom lesson at the grade level of your choosing that teaches students about digital citizenship, includes cultural values, and utilizes an educational technology tool. Write a one-page reflection on the lesson. Include: a) Describe the lesson b) What digital citizenship value does it teach? c) What cultural values does it include? d) Which digital tool did you use to create your lesson? Graded on a 10-point rubric

Digital Citizenship Survey and Reflection: Using Google Forms, conduct a survey regarding the biggest digital citizenship issues facing students today. Attempt to ask people from your own culture and a culture other than your own and write a one-page reflection on the results. You must digitally collect at least 5-10 responses to your survey. Email the link to your survey to friends, family, coworkers, etc. You may even want to post the link on social media (Facebook, etc) for more responses. Reflection must include any charts and graphs generated from the Form results. Your survey must include at least 5 questions. Questions should be multiple choice/ ranking, etc. so that you can generate charts and graphs from the responses. One question must ask audience to choose from a list what they feel is the biggest digital citizenship issue facing students today. Other questions may ask for audience opinion on a variety of digital citizenship issues. Graded on a 10-point rubric.



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Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#) and create an online presentation (Google Slides) to promote your viewpoint/argument. In your presentation, demonstrate how the issue may affect people of different cultures in different ways. Presentation should include at least five slides that: 1) Introduce the ethical issue 3) Explain both sides of the issue 3) Gives your opinion 4) Explains why you choose that side of the argument 5) Explains how the issue may affect people of different cultures in different ways. Graded on a 10-point rubric.

Digital Portfolio: Create a Google Site to demonstrate what you have learned during the course. Each required page is worth 10 points for a total of 50 points. Assignments/pages to add include:

- Personal Technology Reflections
- Digital Citizenship Lesson and Survey and Reflection
- Ed Tech Tools
- Ethical Issues Survey and Reflection
- SAMR Modified Lesson and Reflection

Requirements and Points:

- | | |
|--|--------|
| 1) Personal Technology Goal Reflections | 30 pts |
| a. 3 reflections (10 pts each) | |
| 2) Discussion board posts | 60 pts |
| a. 15 weeks x 4 pts each | |
| 3) Formative Assessment Tools Evaluation | 10 pts |
| 4) SAMR Modified Lesson and Reflection | 10 pts |
| 5) Technology Tool Evaluation | 10 pts |
| 6) Digital Citizenship Lesson | 10 pts |
| 7) Digital Citizenship Survey and Reflection | 10 pts |
| 8) Ethical Issues Reflection | 10 pts |
| 9) Digital Portfolio | 50 pts |

**Full descriptions of Competencies and Cultural Standards contained in the Appendix*

Reflections and Papers 10 Point Rubric

Outstanding	Good	Fair	Poor	Very Poor
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Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail	Minimal effort. Good grammar mechanics. Fair presentation. Few supporting details.	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points

Discussion Board Post Rubric

Criteria	Excellent	Good	Fair	Poor
Timeliness and quantity of discussion responses	3-4 or more postings; well distributed throughout the week	2-3 postings distributed throughout the week.	2-3 postings; postings not distributed throughout the week	1-2 postings; postings not distributed throughout the week
Responsiveness to discussion topics and demonstration of knowledge and understanding from assigned readings.	Readings were understood and incorporated into discussion as it relates to topic	Readings were understood and incorporated into discussion as it relates to topic.	Little use made of readings.	Little or no use made of readings. Postings have questionable relationships to discussion questions and/or readings; they are non-substantive.
Ability of postings to move discussion forward.	Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point;	At least one posting adds significantly to the discussion.	At least two postings supplement or add moderately to the discussion.	Postings do little to move discussion forward.



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	offers supporting evidence).			
Points	4	3	2	1

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	180-200
B	89-80	160-179
C	79-70	140-159
D	69-60	120-139

Course Schedule: Please attach the course schedule/outline

Week	Class Activity-Topic	Assignment: Due
Week 1: Introduction to Educational Technology and Innovation	<ul style="list-style-type: none"> - Review syllabus - Log in and become familiar with our course on Google Classroom Introduce/define concepts of Educational Technology and Innovation Introduce personal technology goals assignment Introduce discussion board assignments	Due: <ul style="list-style-type: none"> - Create a Google account to use for class if you do not already have one - Review syllabus Assign: <ul style="list-style-type: none"> - Discussion Board 1: Introduce yourself and what you want to learn and/or your technology goals and - Read: What are the ISTE Standards? <ul style="list-style-type: none"> o Reflection/discussion on ISTE Standards - Personal EdTech goal reflection 1
Week 2: The ISTE Student standards	Tech Tool: Google Site <ul style="list-style-type: none"> - Create a Google Site to use as a portfolio - Make "About Me" page and "Personal EdTech Goal" page Introduce and discuss the ISTE Student Standards <ul style="list-style-type: none"> - ISTE Edpuzzle 	Due: Personal EdTech Goal Reflection 1 Assign: <ul style="list-style-type: none"> - Read The Homework Gap: 'The Cruelest Part of the Digital Divide' and As Pandemic Lays Bare Digital Divide in Indian Country, Senators Prod FCC <ul style="list-style-type: none"> o Discussion Board 2: Digital Divide in Indian Country



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<p>Week 3: Current Issues in EdTech- The Digital Divide</p>	<p>Tech Tool: Kahoot Discussion of the Digital Divide - Digital Divide TED Talk</p>	<p>Due: Assign: - Read: Closing the K-12 Digital Divide in the Age of Distance Learning o Discussion Board 3</p>
<p>Week 4: The Digital Divide</p>	<p>Tech Tool: EdPuzzle - Digital Divide EdPuzzle assignment</p>	<p>Due: Assign: - Read Technology Integration in American Indian Education: An Overview o Discussion Board 4 - Read: Top Tech Tools for Formative Assessment and 75 Digital Apps and Tools Teachers Can Use to Support Formative Assessment - Formative Assessment Tools Evaluation</p>
<p>Week 5: Innovation</p>	<p>Innovation Discussion: Using EdTech to support creativity Tech Tools: Google Tools for Education</p>	<p>Due: Formative Assessment Tools Eval. Assign: - Read: SAMR: A Powerful Model for Understanding Good Tech Integration o Discussion Board 5</p>
<p>Week 6: SAMR</p>	<p>Introduction to SAMR - Tech Tool: Hyperdoc - SAMR Hyperdoc activity</p>	<p>Due: Assign: - Read: What is Media Literacy? And What is Media Literacy, and Why is it Important? o Discussion Board 6 - Modify an existing lesson to reach an increased SAMR level</p>
<p>Week 7: Media Literacy</p>	<p>Tech Tool: Quizizz Introduction to Media Literacy - Importance of Media Literacy video - 5 Core Components of Media Literacy (PBS video)</p>	<p>Due: SAMR Modified lesson Assign: - Read Innovator's Mindset Introduction and Ch. 1-3 o Discussion Board 7</p>



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	<ul style="list-style-type: none"> - 4 Ways to Integrate Media Literacy in the Classroom 	
Week 8: Media Literacy	Media Literacy <ul style="list-style-type: none"> - Commercial Evaluation - Common Sense Media: Media Literacy Check in on Digital Portfolio/Google Site <ul style="list-style-type: none"> - Make sure SAMR Lesson has been added 	Due: Personal Goal Reflection #2 Assign: <ul style="list-style-type: none"> - Read Innovator's Mindset Ch. 4-7 <ul style="list-style-type: none"> o Discussion Board 8 - Technology Tool Evaluation
Week 9: Media Literacy	Media Literacy Brain Pop Site exploration and discussion	Due: Assign: <ul style="list-style-type: none"> - Read: Is Digital Citizenship Important in Elementary School? And Teaching Digital Citizenship in the Elementary Classroom <ul style="list-style-type: none"> o Discussion Board 9
Week 10: Digital Citizenship	Discussion on Digital Citizenship <ul style="list-style-type: none"> - Hyperdoc - Introduce Digital Citizenship Assignments Tech Tool: Google Forms	Due: Tech Tool Evaluation Assign: <ul style="list-style-type: none"> - Read Innovator's Mindset Ch. 8-10 <ul style="list-style-type: none"> o Discussion Board 10
Week 11: Digital Citizenship	Digital Citizenship Brain Pop Site exploration and discussion	Due: Assign: <ul style="list-style-type: none"> - Read: Early STEM Learning and the Roles of Technologies White Paper and Implementing Meaningful STEM Education with Indigenous Students & Families <ul style="list-style-type: none"> o Discussion Board 11
Week 12: STEM	STEM Discussion and exploration	Due: Digital Citizenship Lesson assignment Assign: <ul style="list-style-type: none"> - Read A Framework for Thinking about Technology Integration and Keeping Students Engaged in Digital Learning <ul style="list-style-type: none"> o Discussion Board 12



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Week 13: Hybrid Learning	Discuss benefits and struggles associated with hybrid and distance learning Tech Tool: Bitmoji and the Bitmoji classroom	Due: Assign: <ul style="list-style-type: none"> - Read Digital Tools and Distraction in School <ul style="list-style-type: none"> o Discussion Board 13
Week 14: Other Ethical Considerations	School Sleuth: The Case of the Wired Classroom (PBS video)	Due: Digital Citizenship Reflection Assign: <ul style="list-style-type: none"> - Ethical Issues Presentation - Read Innovator's Mindset Ch.11-12 <ul style="list-style-type: none"> o Discussion Board 14
Week 15: Professional Development	Discussion on using Twitter, blogs, etc. for meaningful professional development	Due: Ethical Issues Presentation Assign: <ul style="list-style-type: none"> - Read Innovator's Mindset Ch.13-14 <ul style="list-style-type: none"> o Discussion Board 15
Week 16: Personal Growth Portfolios	Wrap up and display portfolios	Due: <ul style="list-style-type: none"> - Final Personal Goal Reflection - Digital Portfolio / Google Site

Appendix:

FDLTCC Competencies Across the Curriculum (CAC)

Information Literacy – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

Ability to Communicate – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

Problem Solving – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

Culture – knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.



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Conceptual Framework

Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology:* Use technology effectively to improve student learning.
- *Theory to Practice:* Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking:* Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: Content and Pedagogical Knowledge

1. To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: Communication and Collaboration

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Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration*: Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement*: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication*: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: Community and Collaboration

1. To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

Disposition: Vision and Leadership

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: Transformational Leadership

1. To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.



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Disposition: [Ethical Behavior](#)

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: [Ethical Practitioner](#)

1. To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: [Data-Informed Practice](#)

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: [Assessment and Use of Data](#)

1. To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

ZAAGI' IDIWIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: [Equity, Social Justice, and Inclusion](#)



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Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: **Diversity**

1. Promote teachers' acceptance and respect of the diversity within their school, community and environment.

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: **Life-long Learner**

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: **Generation of New Knowledge**

1. To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)



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Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7I. support and expand learner expression in speaking, writing, and other media;

7K. use a variety of media and educational technology to enrich learning opportunities

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:



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9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#);

10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Reference List

- What are the ISTE Standards?
 - <https://www.aeseducation.com/blog/what-are-iste-standards>
- The Homework Gap: 'The Cruellest Part of the Digital Divide'
 - <http://neatoday.org/2016/04/20/the-homework-gap/>
- As Pandemic Lays Bare Digital Divide in Indian Country, Senators Prod FCC
 - <https://www.kuer.org/health-science-environment/2020-09-21/as-pandemic-lays-bare-digital-divide-in-indian-country-senators-prod-fcc>
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 - https://www.common sense media.org/sites/default/files/uploads/pdfs/common_sense_media_report_final_7_1_3pm_web.pdf
- Top Tech Tools for Formative Assessment
 - <https://www.common sense.org/education/top-picks/top-tech-tools-for-formative-assessment>
- 75 Digital Apps and Tools Teachers Can Use to Support Formative Assessment
 - <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>
- SAMR: A Powerful Model for Understanding Good Tech Integration



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- <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration>
- What is Media Literacy?
 - <https://medialiteracynow.org/what-is-media-literacy/>
- What is Media Literacy, and Why is it Important?
 - <https://www.common sense media.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important>
- Early STEM Learning and the Roles of Technologies: White Paper
 - <http://cct.edc.org/sites/cct.edc.org/files/publications/EarlySTEMTechWhitePaper.pdf>
- Implementing Meaningful STEM Education with Indigenous Students & Families
 - <http://stemteachingtools.org/brief/11>
- A Framework for Thinking about Technology Integration
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 - <https://www.youtube.com/watch?v=-LybF2YIWn4>
- Digital Tools and Distraction in School
 - https://www.edutopia.org/blog/digital-tools-distraction-in-school-mary-beth-hertz?utm_source=Edutopia%20News&utm_campaign=d2bd9b2103-EMAIL_CAMPAIGN_081617_enews_justicecommittee_mc&utm_medium=email&utm_term=0_29295b4c8b-d2bd9b2103-48075047