
Independent Study Online Course Syllabus

Course Number: TEC 993

Course Title: CCSS Tech for Success

X Online Correspondence

Instructor: Dr. Glenn Williams and Linda Jacobsen Phone number: 559-434-1142 Email: kljacobsen@sbcglobal.net Other Contact Information: Address -1510 E. Fox Glen, Fresno, CA 93730	Units: 3 Grade Level: K-12
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Course Description

CCSS Tech for Success is a course designed for teachers to explore the technology-infused Common Core State Standards and teach students to apply these skills across the curriculum. Students in this class will develop a firm understanding of the CCSS approach that prepares their students to be college and career ready when they graduate from high school. Drawing on the goals listed in the Partnership for 21st Century Skills and the Four C's, teachers will create technology-infused lessons that include collaboration, communication, information literacy, creativity, and critical thinking. CCSS Technology for Success is appropriate for all grade levels as each grade level contributes to the ultimate success of their students. CCSS Tech for Success will give teachers new tools to meet the challenge of preparing our students for a bright future.

Required course materials

Online course materials will be used in this course. Additional course materials include uploaded documents and Internet resources.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this Course	Standards Addressed *	CE program SLOs
Students will examine the precepts of what the CCSS is and how it fits into the bigger picture of college and career readiness along with developing a personal vision demonstrated by turning in responses to writing prompts.	NETS: V	CE 6
Students will produce materials with graphics and text to communicate the vision of the CCSS and prepare for a leadership role within their grade-level group to plan curriculum.	NETS II, III, IV, V	CE 1, CE 2, CE 4, CE 6
Students will construct an online flyer that includes text, graphics, and, links targeting educators to attend a workshop on the Four C's	NETS II, V	CE 1, CE 2, CE 4, CE 6
Students will create a multimedia project that communicates their vision of an ideal graduating high school student who is career and college prepared based on the CCSS, the Four C's, and the P21 Framework for 21st Century Learning.	NETS III, IV, V	CE 2, CE 4, CE 6
Students will analyze the assessment their state has adopted (PARCC or SBAC) and how to prepare students to take the assessment. Students will demonstrate their learning through written responses to writing prompts.	NETS II, V	CE 2, CE 4 CE 6
Students will produce a written assignment including a properly attributed graphic demonstrating their knowledge of Creative Commons and copyright law and how it affects republishing online copyrighted material.	NETS III, IV	CE 5
Students will design a lesson that includes online resources that supports a technology-infused standard.	NETS I, III,	CE 2, CE 6
Students will build and assess a CCSS core subject technology infused unit of study.	NETS I, II, III	CE 2, CE 4, CE 6

Standards Addressed in This Course:

Course Number and Title: TEC 993 CCSS Tech for Success

Instructor: Linda Jacobsen, Dr. Glenn Williams

Date of Revision April 24, 2015

To register for courses go to <http://ce.fresno.edu/cpd> and log in

National Standards for Teachers

The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards (NETS- for Teachers). Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked.

The categories are:

- I. Facilitate and Inspire Student Learning and Creativity
- II. Design and Develop Digital-Age Learning Experiences and Assessments
- III. Model Digital-Age Work and Learning
- IV. Promote and Model Digital Citizenship and Responsibility
- V. Engage in Professional Growth and Leadership

National Teaching Standards, Five Core Propositions

<http://www.nbpts.org/five-core-propositions->

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

Source:

ISTE Standards for Students

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Topics, Assignments and Activities

Topic 1 – Orientation and Introductions	Topic 1 – Go through tutorials and documentation
Topic 2 – Overview of the CCSS	Topic 2 – Study online materials, watch video. Assignment: Respond to writing prompts
Topic 3– Personal Skills to Meet the Future	Topic 3 – Watch videos, study online material Assignments: Respond to writing prompts, create an online workshop flyers, create comic strips to share the vision
Topic 4 – Digging into the CCSS	Topic 4 – Study online materials Assignment: Prepare materials and communications for a group level CCSS curriculum planning meeting. Create a word cloud and prepare to present the results to other educators.
Topic 5 – The Ideal Grad	Topic 5 – Study the online P21 Framework Definitions Assignment: Create a multimedia program describing the ideal high school graduate.

Topic 6 – Assessments	Topics 6 – Read and follow links online covering state adopted assessments. Take one of the assessments. Assignment: Respond to writing prompts.
Topic 7 – Creative Commons and Copyright Law	Topic 7 – Read and follow links online covering Creative Commons and complete the Creative Commons assignment.
Topic 8 – Creating a Lesson	Topic 7 – View the videos - Creating a Technology-Infused Lesson Parts 1 and 2. Assignment: Respond to writing prompts. Assignment: Create a technology-infused lesson.
Topic 9 – Designing and Implementing a Unit of Study	Topic 8 – Assignment: Create a technology-infused unit of study.
Topic 10 – Course Reflection	Topic 9 – Assignment: Reflect on unit of study and future ideas for instruction.

Technology Requirements

In order to successfully complete the course requirements, participants will need access to the Internet. They must be able to send and receive email and know how to manage simple files in a word processing program, multimedia, and be able to learn how to use new online programs. They will need to be able to learn how to create online comics and a word clouds. They also have to have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have Internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800) 372-5505, or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at

<http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Grading Policies and Rubrics for Assignments

Include the following:

Description of assignments

Students must earn a minimum of 46 points to receive credit

A= 55-60 points B= 50-54 points (anything below 50 points will not receive credit.)

Grading policies:

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).

Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubric

The following rubric is used for assessing student work. All work needs to be at a professional educator level to receive full credit. This includes carefully considered answers that address the topic. All assignments will be completed using the FPU Moodle Forum and uploading documents to the course instructor using FPU Moodle.

Writing Format

- Margins 1"
- 12 point font Times New Roman or Ariel
- Double spaced
- Graduate level writing

Writing Levels

Advanced: Writing is clear, succinct, and reflects graduate level expectations.

Proficient: Writing is acceptable with very few mistakes in grammar and spelling.

Below Proficient: Writing contains noticeable mistakes in grammar and spelling.

Assignments	Advanced	Proficient	Below Proficient
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Topic 2: Learning About the Common Core State Standards			
Learning About the CCSS 4 point possible _____ earned points	Student responds to all of the writing prompts. Responses are complete and well thought out. (4 points)	One element of the Advanced assignment is missing (3 point)	Student did not submit responses or is missing more than one element from the Advanced assignment. (0 points)
Topic 3: Personal Skills to Meet the Future			
The Four C's 4 points possible _____ earned points	Student creates an online flyer for a workshop covering the Four C's. The Flyer contains all the required elements. (4 points)	One of the elements is missing from the flyer. (3 points)	More than one of the elements is missing from the Advanced assignment. (0 points)
Sharing the Vision 4 points possible _____ earned points	Student creates two comic strips that communicate the vision and hope of the CCSS. (4 points)	A comic strip contains one error or does not address the topic.	A comic strip has more than one error or is incomplete.
Topic 4: Digging into the CCSS			
CCSS ELA CCSS Technology Planning by Grade Groups 4 points possible _____ earned points	Student assumes the role of a lead teacher and creates the agenda, materials, and communication for a one-hour group level teachers' meeting to discuss technology and the CCSS. (4 points)	One of the elements is missing from the plan. (3 points)	More than one of the elements is missing from the plan. (0 points)
What is in a Standard 4 points possible _____ earned points	Student creates a word cloud for their grade level. Student analyzes their word cloud and prepares a	One of the elements is missing from the Advanced assignment. (3 points)	More than one of the elements is missing from the Advanced assignment. (0 points)

	script to present for an audience. The assignment is complete and well thought out. (4 points)		
Topic 5: A Day in the Life of...			
A Day in the Life of... 8 points possible _____ earned points	This multimedia project includes text, graphics, and or video. The project addresses the topic and uses the CCSS, the Four C's, and the P21 Framework Definitions. The project is well thought out. (8 points)	One of the elements from the Advanced assignment is missing. (6 points)	More than one of the elements from the Advanced assignment is missing. (0 points)
Topic 6: CCSS Assessments			
Assessments 4 points possible _____ earned points	Student responds to all of the writing prompts. Responses are complete and well thought out. (4 points)	One of the elements from the Advanced assignment is missing. (3 points)	More than one of the elements from the Advanced assignment is missing. (0 points)
Topic 7: Creative Commons and Copyright Law			
Creative Commons 4 points possible _____ earned points	Student responds to all of the writing prompts and proper attribution to a graphic. Work is complete and well thought out. (4 points)	One of the elements is missing from the Advanced assignment. (3 points)	More than one of the elements is missing from the Advanced assignment. (0 points)
Topic 8: Creating Appropriate Lessons			
Reflecting on Living in a Technology-Infused	Student responds to all of the writing	One of the elements is missing from the	More than one of the elements is missing

Society 4 points possible _____ earned points	prompts. Responses are complete and well thought out. (4 points)	Advanced assignment. (3 points)	from the Advanced assignment. (0 points)
Lesson Creation 8 points possible _____ earned points	The student submits a lesson plan with all of the elements listed in the assignment for each lesson. (8 points)	One of the elements from the Advanced assignment is missing. (6 points)	More than one of the elements from the Advanced assignment is missing. (0-4 points)
Topic 9: Designing and Implementing a Unit of Study			
Unit of Study 8 points possible _____ earned points	The student submits a unit of study that addresses the listed elements. The lesson is presented to students or for peer review. (8 points)	One of the elements from the Advanced assignment is missing. (6 points)	More than one of the elements from the Advanced assignment is missing. (0 points)
Topic 10: Course Reflection			
Course Reflection 4 points possible _____ earned points	Submitted reflection for the course addresses both writing prompts with thoughtful and complete responses. (4 points)	One of the elements from the advanced Assignment is missing. (3 points)	More than one of the elements from the advanced Assignment is missing. (0 points)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Instructor/Student Contact Information:

Instructor will communicate online with students through and email. Feedback on student assignments will be given through the Moodle grade book tool and email. If you have any questions regarding course assignments, please check the “Frequently Asked Questions.”

Relevant text and online resources that support course content and encourage further investigation.

ISTE.NETS Teacher Standards

<http://www.iste.org/docs/learning-and-leading-docs/nets-s-standards>

Common Core State Standards Initiative: About the Standards

<http://www.corestandards.org/about-the-standards/>

P21 Partnership for 21st Century Skills

<http://www.p21.org/>

Media Standards Integration

http://www.google.com/url?q=http%3A%2F%2Fcommoncore.tcoe.org%2Fdocs%2Fdefault-source%2FTech-docs%2Fmedia_standards_integration.pdf%3Fsfvrsn%3D0&sa=D&sntz=1&usg=AFQjCNHcaLmysBaaT3brObwe182Xxu1b_A

Communication Skills Training for Elementary School Students

<http://www.natcom.org/CommCurrentsArticle.aspx?id=934>

This website is for communication in general

Information Literacy: Florida’s Library Media/Curriculum Connections

http://www.fldoe.org/bii/Library_Media/pdf/introduction.pdf

Myth vs. Facts

<http://www.corestandards.org/about-the-standards/myths-vs-facts/>

Three-Minute Video Explaining the Common Core State Standards

<http://www.youtube.com/watch?v=5s0rRk9sER0>

The Role of Common Core Standards in College and Career-Readiness Education

<https://www.juniorachievement.org/documents/20009/36541/The+Roll+of+Common+Core+Standards.pdf/274c78bd-2dd4-407f-9050-78243ef836e9>

Continuing Education Program Student Learning Outcomes:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.

CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.
Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.
Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.
Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.
Service: Students will demonstrate service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.
Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.
Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

