

Candidates are required to plan a minimum of two lessons throughout their program that demonstrate that they can design instruction where students are actively engaged in and use technology. It is included in both *EDCC 547/567*, and *EDUC 571*, and must show that they have developed professional practice in the area of technology implementation, and provided positive models for students regarding ethical and safe use of technology. Lessons are evaluated based on ISTE standards.

Candidates must use technology not only as an instructional tool (e.g., using Google Classroom for a lesson), but must also show that they are providing engaging instruction to students around how to use technology safely and effectively.

Lessons must show that they are aligned to the ISTE student standards and must reflect all six standards (and at minimum as least one indicator associated with each standard) across the two lessons.

### **Technology/Digital Tools Lesson Plan Assignment**

#### **EDCC 547/567: FOUNDATIONS OF EDUCATION**

##### **Assignment Part 1: Research Digital Tools used in the Classroom**

The candidate must conduct research on a digital tool that can be used in classroom instruction. Submit a 1-2 page description of the tool that includes the following information: a) cost; b) grade/age levels appropriate for the tool; c) where to find the tool; d) a description of ways the tools may be used with students in the classroom to enhance learning; and e) considerations for how to ensure the tool is used safely and responsibly by students in the classroom.

Possible tools include, but are not limited to: Google Science Journal, Scratch, Google CS First, Build with Chrome, Storify, Symbaloo, or Global Read Aloud. In addition, this article provides 55 apps that can be used for formative assessment <https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>.

##### **Assignment Part 2: Lesson Plan Teaching Students to Use a Digital Tool**

In order for students to use digital tools effectively and safely, we must design and deliver lessons that teach them how to do so. For this assignment, candidates will design one lesson that focuses on teaching students how to use the digital tools researched in Part 1 of the assignment. This lesson must include all required components of lesson plan, AND meet the ISTE standards. In the “standards” section of the lesson plan, candidates must include at least two of the ISTE student standards (<https://www.iste.org/standards/standards/for-students>). At least one objective must be aligned with this standard. In addition to evaluation based on the Trinity Lesson Plan Rubric, the lesson is evaluated based on the following criteria:

<b>Criteria</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
Lesson plan demonstrates understanding of how to apply the ISTE student standards	Lesson plan includes ISTE student standards and does not demonstrate understanding of application of those standards.	Lesson plan includes ISTE student standards and demonstrates good understanding of application of those standards.	Lesson plan includes ISTE student standards and demonstrates excellent understanding of application of those standards.

Lesson plan demonstrates ability to facilitate and inspire critical thinking and creativity using digital tools/technology	Lesson plan does not demonstrate understanding of how to use technology/digital tools to inspire students' critical thinking and creativity	Lesson plan demonstrates a good understanding of how to use technology/digital tools to inspire students' critical thinking and creativity	Lesson plan demonstrates an excellent understanding of how to use technology/digital tools to inspire students' critical thinking and creativity
Lesson demonstrates ability design authentic learning experiences using digital tools/technology	Lesson demonstrates no/poor design of authentic learning experiences using digital tools/technology	Lesson demonstrates good design of authentic learning experiences using digital tools/technology	Lesson demonstrates excellent design of authentic learning experiences using digital tools/technology
The lesson demonstrates the candidate's understanding of how to model the ethical and safe use of technology/digital tools effectively.	The lesson does not include description of how the candidate will model the ethical and safe use of digital tools.	The lesson includes an adequate description of how the candidate will model the ethical and safe use of digital tools.	The lesson includes a thorough and well-developed description of how the candidate will model the ethical and safe use of digital tools.
The lesson plan reflects the candidate's commitment to continued professional growth in the area of technology/digital tools.	No evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.	Evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.	Clear evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.

## EDCC 571: EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH

### Assignment Part 1: Research Digital Tools used for Students with Disabilities in the Classroom

The candidate must conduct research on a digital tool that can be used in classroom instruction for students with disabilities, with a specific focus on Assistive Technology and Universal Design for Learning. Submit a 1-2 page description of the tool that includes the following information: a) cost; b) grade/age levels appropriate for the tool; c) where to find the tool; d) a description of ways the tools may be used with students in the classroom to enhance learning; and e) considerations for how to ensure the tool is used safely and responsibly by students in the classroom.

Possible tools include, but are not limited to: Google Science Journal, Scratch, Google CS First, Build with Chrome, Storify, Symbaloo, or Global Read Aloud. In addition, this article provides 55 apps that can be used for formative assessment <https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>.

### Assignment Part 2: Lesson Plan Teaching Students to Use Assistive Technology

In order for students to use assistive technology effectively and safely, we must design and deliver lessons that teach them how to do so. For this assignment, candidates will design one lesson that focuses on teaching students how to use the digital tools researched in Part 1 of the assignment. This lesson must include all required components of lesson plan, AND meet the ISTE standards. In the “standards” section of the lesson plan, candidates must include at least two of the ISTE student standards (<https://www.iste.org/standards/standards/for-students>). At least one objective must be aligned with this standard. In addition to evaluation based on the Trinity Lesson Plan Rubric, the lesson is evaluated based on the following criteria:

Criteria	Approaches	Meets	Exceeds
Lesson plan demonstrates understanding of how to apply the ISTE student standards	Lesson plan includes ISTE student standards and does not demonstrate understanding of application of those standards.	Lesson plan includes ISTE student standards and demonstrates good understanding of application of those standards.	Lesson plan includes ISTE student standards and demonstrates excellent understanding of application of those standards.
Lesson plan demonstrates ability to facilitate and inspire critical thinking and creativity using digital tools/technology	Lesson plan does not demonstrate understanding of how to use technology/digital tools to inspire students’ critical thinking and creativity	Lesson plan demonstrates a good understanding of how to use technology/digital tools to inspire students’ critical thinking and creativity	Lesson plan demonstrates an excellent understanding of how to use technology/digital tools to inspire students’ critical thinking and creativity
Lesson demonstrates ability design authentic learning experiences using digital tools/technology	Lesson demonstrates no/poor design of authentic learning experiences using digital tools/technology	Lesson demonstrates good design of authentic learning experiences using digital tools/technology	Lesson demonstrates excellent design of authentic learning experiences using digital tools/technology
The lesson demonstrates the candidate’s understanding of how to model the ethical and safe use of	The lesson does not include description of how the candidate will model the ethical and safe use of digital tools.	The lesson includes an adequate description of how the candidate will model the ethical and safe use of digital tools.	The lesson includes a thorough and well-developed description of how the candidate will model the ethical

technology/digital tools effectively.			and safe use of digital tools.
The lesson plan reflects the candidate's commitment to continued professional growth in the area of technology/digital tools.	No evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.	Evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.	Clear evidence of the candidate's commitment to continued professional growth in the area of technology/digital tools.