

Education and Technology II



Industry Sector: [Education, Child Development and Family Services](#)

Pathway: Education

Education and Technology II is designed to provide new and innovative coursework for students interested in becoming educators with a secondary focus on digital citizenship and literacy. Students will explore the career path of an educator and become digitally literate. This second course will build on the concepts introduced in Education and Technology I and include a practicum experience where students will have the opportunity to develop and teach digital citizenship lessons at their internship site. In this course, students will be introduced to classroom instructional strategies and pedagogy, assessment and the integration of quality teaching resources including technology. All students will leave the course with a professional LinkedIn site where they will connect their Educators Rising micro-credentials and at least one endorsement from their internship site.

Last Revised: August 10, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry: Education Pathway</p> <p>K-12 Subjects: Technology Education</p> <p>Grade Levels: 11</p> <p>CSU/UC Approval: No</p> <p>Community College Course: No</p> <p>Pathway Sequence(s) That Include This Course:</p> <p>Education Pathway Course Sequence: Introduction to Health and Human Service Careers or</p>	<p>Course Level: Concentrator</p> <p>CALPADS Pathway: EDU 132</p> <p>CALPADS Course Title: Education and Technology II</p> <p>State Course ID: 4401</p> <p>Total Hours: 90</p> <p>Course Length: 2 Semesters</p> <p>Local Course Number: ED8203</p> <p>Board Approval: Pending Board Action on 12/7/17</p>

Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Education & Technology I
Education & Technology II
Education Internship (10th, 11th, 12th)
PSYC 120 Intro to Psychology or COMM 103 Public Speaking
ED 200 Teaching as a Profession
HED 105 Health Education for Teachers
CD 125 Child and Adolescent Development

Labor Market Demand: High
Course Type: Career-Technical Preparation

Standards

California English Common Core Standards

1. L.CCR.1 [Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
2. L.CCR.2 [Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
3. L.CCR.3 [Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.](#)
4. L.CCR.4 [Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.](#)
5. L.CCR.6 [Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.](#)
6. L.CCR.6 [Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.](#)
7. SL.K.6 [Speak audibly and express thoughts, feelings, and ideas clearly.](#)
8. SL.9-10.4a [Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. \(9th or 10th grade\)](#)
9. SL.9-10.5 [Make strategic use of digital media \(e.g., textual, graphical, audio, visual, and interactive elements\) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.](#)
10. SL.9-10.6 [Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.](#)
11. R.CCR.1 [Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)

12. R.CCR.7 [Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.](#)
13. R.CCR.10 [Read and comprehend complex literary and informational texts independently and proficiently.](#)
14. W.CCR.2 [Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](#)
15. W.CCR.4 [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)
16. W.CCR.5 [Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.](#)
17. W.CCR.7 [Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.](#)
18. W.CCR.8 [Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.](#)
19. W.CCR.9 [Draw evidence from literary or informational texts to support analysis, reflection, and research.](#)
20. W.CCR.10 [Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of tasks, purposes, and audiences.](#)

California's 2013 CTE Standards

1. CTE.ECDFS.KPAS.1.0 [Knowledge and Performance Anchor Standards](#)
2. CTE.ECDFS.C.4.4 [Demonstrate how to use certified first aid, cardiopulmonary resuscitation \(CPR\), and other emergency procedures.](#)
3. CTE.ECDFS.C.4.3 [Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans](#)
4. CTE.ECDFS.C.4.2 [Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment](#)
5. CTE.ECDFS.C.4.1 [Identify state and federal environmental and safety regulations and the use of Material Safety Data Sheets \(MSDS\) as they relate to the education industry](#)
6. CTE.ECDFS.C.6.1 [List common behavior problems, possible causes, and develop potential positive solutions](#)
7. CTE.ECDFS.C.6.2 [Define the types of positive guidance techniques that are used in various ages and stages of a child's development.](#)
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9. CTE.ECDFS.C.6.3 [Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others](#)
10. CTE.ECDFS.C.6.4 [Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline](#)
11. CTE.ECDFS.C.6.5 [Develop strategies for building relationships with all stakeholders](#)
12. CTE.ECDFS.C.7.1 [Identify relevant curriculum standards and demonstrate their use in instruction](#)
13. CTE.ECDFS.C.7.3 [Understand the types, important elements, and purposes of student assessments](#)

14. CTE.ECDFS.C.7.5 [Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.](#)
15. CTE.ECDFS.C.7.6 [Practice using teaching strategies that promote student learning, critical thinking, and problem solving](#)
16. CTE.ECDFS.C.7.7 [Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction](#)
17. CTE.ECDFS.C.10.1 [Evaluate various types and sources of quality, developmentally appropriate materials and equipment](#)
18. CTE.ECDFS.C.10.2 [Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.](#)
19. CTE.ECDFS.C.10.3 [Assess available materials and resources for quality, accuracy, relevance, and grade appropriateness](#)
20. CTE.ECDFS.C.11.2 [Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance](#)
21. CTE.ECDFS.C.11.3 [Explain how to help the teacher with student instruction, assessment, and confidentiality](#)
22. CTE.ECDFS.C.11.4 [Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning](#)
23. CTE.ECDFS.C.12.3 [Assess the recreational interests and needs of individuals and groups and develop appropriate activities](#)

Standards: Technology, Digital Citizenship and Literacy

[ISTE-Students](#) (International Society for Technology in Education) 2016

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

[ISTE-Teachers](#)

1. Facilitate and inspire student learning
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

[iNACOL Blended Learning Teacher Competency Framework](#)

1. Domain 1: Mindsets
2. Domain 2: Qualities

3. Domain 3: Adaptive Skills
4. Domain 4: Technical Skills

[Commission on Teacher Credentialing Multiple Subject and Single Subject Preliminary Credential Program Standards](#)

1. Standard 9: Equity, Diversity and Access to the Curriculum for All Children
2. Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
3. Standard 11: Using Technology in the Classroom
4. Standard 14: Learning to Teach through Supervised Fieldwork

Strategies and Foundational Practices

[Gradual Release of Responsibility Instructional Framework](#)

[Restorative Practices](#)

[Productive Struggle for Deeper Learning](#)

Competencies / Outcomes

Students will earn [Educators Rising Micro-credentials](#) including:

- Collaboration
- Formative Assessment
- Learner Engagement

CTE Education Pathway Curriculum Outcomes

1. Students will be able to describe the structure of the education industry and its role in local, state, and global economies
2. Students will be able to name operational procedures and organizational policies at various levels in education
3. Students will be able to practice critical emergency and disaster procedures at a school site
4. Students will be able to summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
5. Students will be able to use positive interaction, guidance, and discipline in the educational environment.
6. Students will be able to compare basic principles and practices of good nutrition and health and wellness for children
7. Students will be able to assess how to communicate and interact effectively with families and community groups.

Technology, Digital Citizenship and Literacy Outcomes (International Society for Technology in Education Student Standards (ISTE-S) 2016

1. Empowered Learner: At a basic level, Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Digital Citizen: At a basic level, Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Knowledge Constructor: At a basic level, students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. At a basic level, students will demonstrate an understanding of digital tools to gather, evaluate, and use information.
4. Innovative Designer: At a basic level, students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Computational Thinker: At a basic level, students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Creative Communicator: At a basic level, students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Strategies and Practices Outcomes

1. Students will demonstrate an understanding of and begin to apply restorative practices in their social interactions with staff, peers and students.
2. Students will understand and apply productive struggle in their approach to tasks including effort, enthusiasm, motivation, persistence and a growth mindset.

Units

Unit 1: Review and Renew

Description

In Unit 1, students will review content from *Education and Technology I* and update competency via formative assessment. Students will renew CPR, Bloodborne Pathogens, and First Aid certifications, review emergency and disaster procedures and prepare/update digital portfolio from *Course I*.

Key Topics/Activities

Interns will update their personal career goals and aspirations using the Naviance Family Connections tool and begin to leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals. Interns will work toward articulating and setting personal learning goals, developing strategies and leveraging technology to achieve them. Interns will begin to build networks and customize their learning environments in ways that support the learning process and use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

As students prepare to be placed at their internship sites they will update their resume, cover letter and prepare and interview for positions identified on the job listings at a variety of internship sites available to them. After they have been placed at their internship site, students will take a tour of the school and be introduced to their internship site teacher.

In this unit, students will be introduced to the Educator's Rising Collaborative, Formative Assessment and Learner Engagement Micro-Credentials. Lastly, students will be review restorative practices and the idea of productive struggle and their applications in the classroom.

Unit 2: Classroom Instructional Strategies, Pedagogy and Integrating Quality Teaching Resources & Materials

Description

In Unit 2, interns will be introduced to classroom instructional strategies and pedagogy. They will explore both physical and online teaching resources and materials. During the timeframe of this unit, students will begin their internships at education/ school sites.

Key Topics/Activities

Interns will collaborate with a partner or group to develop a lesson which may be implemented at their internship site.

Interns will learn a variety of classroom pedagogical practices including Gradual Release of Responsibility, Growth Mindset, Close Reading, and direct instruction, to name a few. They will use a variety of images, stories, questions and writing prompts to engage students in learning. Interns will apply their Anti-Bias instruction and Classroom Culture micro-credential concepts to engage and support all learners.

Interns will complete requirements for the Learner Engagement Micro-credential including one lesson plan with:

- A clear goal and objective
- Alignment to relevant learning standards
- Essential questions
- A clear progression of strategically selected activities in the lesson that will maximize engagement of all learners
- A plan to assess learners' understanding of the content of the lesson

Additionally, interns will submit an unedited video and reflection of their lesson.

Interns will continue to contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. As part of the Micro-credential process interns will create and share a bit.ly collaboration site with other Educators Rising Members their artifacts, video and reflection of this Micro-credential.

Based on the ISTE Teacher Standards, Interns will learn to design, develop, and evaluate authentic learning experiences incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE Student standards.

Unit 3: Classroom Instructional Strategies, Pedagogy and Integrating Quality Teaching Resources & Materials

Description

In Unit 3, students will continue their study of classroom instructional strategies and pedagogy. They will explore both physical and online teaching resources and materials. Students will prepare and teach one lesson at their internship site.

Key Topics/Activities

Interns will build relationships through collaboration in and outside the classroom both online and offline. In this unit interns will complete the Collaboration Micro-credential including a questionnaire of the learning environment, a collaborative lesson plan (as described in Unit 2) and narrative describing the collaborative process and outcomes.

In this unit, interns will engage in asynchronous discussion focused on how collaborative conversations and partner talk has helped them develop their own communication skills. They will discuss a specific incident when they used collaborative strategies in the classroom and reflect on how this enhanced their teaching practices and their students' learning. Students will apply specific online discussion strategies in their responses to their peers.

Interns will explore both face-to-face and digital curriculum resources. Based on the ISTE Teacher Standards, Interns will learn to design, develop, and evaluate authentic learning experiences incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE Student standards. Additionally, interns will model and facilitate effective use of current and emerging digital tools to support student learning. Students will continue their work toward the Collaboration and Learner Engagement Micro-credential.

Unit 4: Applied Positive Interaction, Guidance, and Discipline in the Education Environment with an Emphasis on Restorative Practices

Description

In Unit 4, students will begin to apply what they learned about positive interaction, guidance and discipline in *Education and Technology I*, in both face-to-face and online settings. This unit will emphasize Restorative Practices and their application in the educational setting.

Key Topics/Activities

Students will review their learning from the Educators Rising Classroom Culture micro-credential. Additionally, interns will read portions of *Better Carrots than Sticks* by Dominique Smith, Douglas Fisher and Nancy Frey. This book provides a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together.

After a comprehensive overview of the roots of the restorative practices movement in schools, the authors explain how to:

- Establish procedures and expectations for student behavior that encourage the development of positive interpersonal skills;
- Develop a non-confrontational rapport with even the most challenging students; and
- Implement conflict resolution strategies that prioritize relationship building and mutual understanding over finger-pointing and retribution.

As part of this unit, interns will prepare and implement one restorative or proactive conversation at their internship site.

Unit 5: Classroom Assessment Strategies & Pedagogy including Performance, Formative & Summative Assessment

Description

In Unit 5, students will learn about classroom assessment strategies and pedagogy including the difference between performance, formative and summative assessment. They will learn about both face-to-face and online classroom assessment resources.

Key Topics/Activities

Interns will complete Educators Rising Formative Assessment Micro-credential. As part of this micro-credential, students will submit a fully developed lesson plan according to the requirements listed in Unit 2 above. Interns will learn that some aspects of effective formative assessment strategies include:

- Use questions as assessments and as feedback that moves learning forward.
- Involve students in thinking about their learning.
- Plan to assess learning during and between lessons (short-cycle formative assessment).
- Provide immediate feedback.
- Look for patterns in student work and plan future instruction based on the results.

Additionally, interns will submit an unedited video of themselves implementing formative assessment strategies while working with a small group. Lastly, interns will compose a reflective essay using the following guiding questions:

- What did you learn from implementing the formative assessment strategies in the lesson? How did you gain those insights? Be specific.
- How did your implementation of the formative assessment strategies fit with your expectations when you were planning the lesson? Were there any surprises?
- Based on what you learned from the formative assessment strategies you used in the lesson, what are your next steps to support learners' growth?
- If you could go back and redo this lesson, what, if anything, would you do differently and why?

Students will prepare and implement one online formative assessment at their internship site using one of the digital formative assessment tools recommended by Common Sense Education.

Unit 6: Classroom Engagement & Practicum Preparation

Description

Structuring learning experiences to engage learners will be the focus of Unit 6. Students will synthesize their coursework knowledge and use class sessions during this timeframe to develop lessons for their internship experiences. These lessons can be collaborative with one or more classmates or individual. Students will develop and teach two lessons at their internship sites during this unit.

Key Topics/Activities

Interns will earn Educators Rising Learner Engagement Micro-credential. This micro-credential is anchored in the "High Leverage Practices" identified by Teaching Works. Interns will be expected to incorporate what they learned in the Anti-bias and Classroom Culture Micro-credentials. As part of this unit, students will submit a fully-developed lesson plan which follows the guidelines in Unit 2. Additionally, interns will submit an unedited video of themselves leading instruction at the start of the lesson or learning experience you described in the lesson plan. Lastly, interns will compose a reflective essay using the following guiding questions:

- How and why did you select and create this lesson?
- How successful do you feel the learning experience was for your students and why? Please include an analysis of the lesson or learning experience implementation.
- What would you do the same or differently moving forward? Please include your ideas for next steps after this lesson.

For this unit, interns will explore digital and/or online resources that support classroom engagement including the use of a Learning Management System, online non-text discussion tools such as VoiceThread and/or Flipgrid.

Unit 7: Finalize Portfolio, Final Project & Class Presentation, Final Competency Review

Description

Students will complete their final portfolio, project, class presentation and competency.

Key Topics/Activities

- submit all Educators Rising Micro-credentials if not completed
- finalize their digital portfolio and complete a final digital citizenship or literacy project and present to the class
- reflect on their aspirations and update their information in Family Connections accordingly
- create a LinkedIn account, include their micro-credential achievements and seek endorsements from their internship site mentor (teacher).