

CADRE

S y l a b u s

The University of Montana

Graduate School of Education/Continuing Education

Course Information: EDU 491, Montana EdTech Professional Development Cadre, 2011

Term: Winter Term 2011

Instructor: Jennifer Arns, jena@oetc.org, 503-625-0501

Course title: Montana EdTech Professional Development Cadre, 2011

Course description: To train leaders in the effective integration of technology into teaching and learning.

The Montana Cadre is ready to embark on its eighth year providing high quality, hands-on, technology integration training. This is an on-going, networking opportunity for those who have professional development, training responsibilities in their job, or want to revolutionize their teaching.

Join the Montana Cadre Membership for an ongoing technology integrated professional development experience. Remodel strategies in your toolkit, as you build your effectiveness as a:

- Communicator,
- Leader,
- Coach,
- Trainer,
- Learner and
- Team Member.

The purpose of the cadre is to provide a chance for participants to think, explore, and develop overall strategies that enhance student achievement through the effective use of technology. The class is not primarily "hands-on" in the sense that the participants come away with new software fluency. Rather, it is a "brains-on" time that provides examination, reflection, strategizing and discussion.

Required Materials: Laptop computer with internet browser. iPad or iTouch optional

Arns, Jennifer. Montana Cadre. <<http://teach.oetc.org/montana>>.

Course Objective:

Our goal is to identify and disseminate best practices targeting innovative technology integration into teaching and learning, by:

- Providing forums for networking and ongoing collaborative work,
- Effectively integrating technology standards with content standards,

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- Focusing on exemplary staff development skills by designing staff development structures to improve practice,
- Modeling and practicing effective instructional strategies while demonstrating emerging technologies.

Montana Cadre 2011 will utilize wireless technology tools in the effective integration of technology and content in the classroom or job. Participants will demonstrate the ability to learn and apply some of the following:

- Emerging Technologies in the Classroom (podcasting, blogs)
- Web 2.0 tools
- 21st Century Skills <http://www.21stcenturyskills.org/>
- Differentiated Coaching
- Applications of Google in the Classroom
- Classroom Communications
- Internet Safety
- NETS for Teachers and Students
- MBTI® Temperament Type Indicator

Students will leave with a strong understand of how to effectively integrate technology into the classroom with the focus on the learning styles of the students as they embed rich project-based content rather with invisible technology tools.

In addition the participants will be demonstrating:

Impact on learning & development
Research based practices & professional standards

Class Schedule

<i>When</i>	<i>Thru</i>	<i>Where</i>
Tuesday, Sept. 20th: 9am - 4pm	Wednesday, Sept. 21st: 9am - 4pm	Hilton Garden Inn - Missoula
Monday, Nov. 14th: 9am - 4pm	Tuesday, Nov. 15th: 9am - 4pm	University of Montana - Missoula
Wednesday, Jan. 11th: 9am - 4pm	Thursday, Jan. 12 th : 9am - 4pm	University of Montana - Missoula

Grading Scale:

Participate in:

1. Fifty-four hours face-to-face training [30 points]
2. The MBTI® Temperament Indicator online assessment [20 points]
3. Online participation <http://teach.oetc.org/montana> where you will be asked to complete the following:

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1. **Profile.** Include a posting, editing your profile, and a comment on posts.
2. Contribute conversation between face-to-face classes. [25 points]
4. **Application Project.** Your project should demonstrate how you will incorporate a technology tool or strategy you learned into your classroom (or job). The project should be showcased in an innovative way (such as a movie, web 2.0, blog, podcast, etc.) and be posted to the website by January 11th. [25 points]
5. **(Graduate Credit) Cadre Presentation:** Create a 45-minute presentation to share with the rest of the cadre at the January meeting. You will be asked to implement the research brain-based strategies on effective presentations learned at the cadre. You will also be teamed with a coach to give you evidence-based feedback on agreed upon goals [100 points]

Learning Objectives: ITSE NETS for Teachers

The ISTE National Educational Technology Standards (NETS-T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS®S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS®S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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