Curricular Integration Project

Standards

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

ISTE-NETS-T-2008.1 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:

ISTE-NETS-T-2008.1.a promote, support, and model creative and innovative thinking and inventiveness.

ISTE-NETS-T-2008.1.c promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETSâ€S. Teachers:

ISTE-NETS-T-2008.2.c customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

ISTE-NETS-T-2008.4 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:

**ISTE-NETS-T-2008.4.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.

**ISTE-NETS-T-2008.4.b** address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

**ISTE-NETS-T-2008.4.c** promote and model digital etiquette and responsible social interactions related to the use of technology and information.

**ISTE-NETS-T-2008.5** 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:

**ISTE-NETS-T-2008.5.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.

**Usage by Other Programs:**

EDT 619 is a required pre-req for the elementary GTC program and required in the TESOL program to meet technology standards. Under these programs, the common assessments satisfy the ISTE*T standards identified above.

**Directions to the Student**

**Curricular integration projects** (CIP) allow each student an opportunity to explore in depth an educational technology integration topic of interest to them in the context of their professional practice. Possible projects include unit & lesson plans that integrate technology and curricular standards, encourage higher order thinking skills, use available technology (lab or classroom-based) to extend and expand instruction, and also demonstrate adaptation of instruction for students with diverse needs or abilities. **Grant proposals** that incorporate a rationale for specific uses of technology along with attention to content standards and support for student diversity.
Outline Templates:

**Unit/Lesson plans**

- Author
- Grade & subject
- Goals & objectives
- Teaching & learning strategies used in the activities
- Content areas covered
- Technology required
- Activities- include specific directions for each lesson and support for higher order thinking skills (HOTS)
- Method of evaluation/assessment
- Links with state or national standards for curriculum and technology
- Clearly demonstrate how students from diverse populations (satisfying NCATE/CAEP diversity requirements) are supported through instruction.
- Consider location of available technology and provide alternatives in the event technology is not available.
- Assess students’ beginning technology knowledge and skill, and accommodate individual student differences.
- Describe provisions for appropriate use and flexible time schedule.
- Include a list of Resources.

**Grant proposal**

- Name, school, grade, district, and superintendent
- Project Narrative – Briefly describe the project, i.e., the project goals & objectives, etc.
- What are the main project activities? Why is there a need for this project?
- Project Plan - Describe the activities and give a brief timeline of when they will occur. What goals & outcomes do you expect? Why is this project important?
- How will you use your existing technology? If you are requesting new technology purchases, describe how these purchases make your existing
technology more useful for teaching/learning.

- Evaluation - Briefly describe your evaluation plan. How will this project impact students?
- How will you measure the success of your project?
- Plan for sharing – How will you share what you learn from this project with others in your school? Outside your school?
- Project budget – with line items and estimated costs
- Administrative support
- Clearly demonstrate how students from diverse populations (satisfying NCATE/CAEP diversity requirements) are supported through instruction

**Rubric Instructions**

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

**PLEASE NOTE: Percentages and Grades**

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.
## Curricular Integration Project

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3.000 pts)</th>
<th>Developing (2) (2.000 pts)</th>
<th>Unsatisfactory (1) (1.000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
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<tbody>
<tr>
<td><strong>Overall quality</strong> (1.000, 10%)</td>
<td>Document has few (less than 2) spelling, grammar or punctuation errors</td>
<td>Document has some (between 3 and 6) spelling, grammar or punctuation errors</td>
<td>Document has many (more than 9) spelling, grammar or punctuation errors</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>UNIT AND LESSON PLANS:</strong> Required elements included (1.000, 10%)</td>
<td>Unit and lesson plans include all basic elements (see attached template)</td>
<td>Unit and lesson plans include most (between ½ and ¾) basic elements (see attached template)</td>
<td>Unit and lesson plans include few (less than ¼) basic elements (see attached template)</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Alignment with subject area and technology standards</strong> (1.000, 10%) INTASC-2013.3</td>
<td>Unit and lesson activities and assessments are aligned with curricular standards, including local, state or national subject area AND technology benchmarks</td>
<td>Unit and lesson activities and assessments are aligned with local, state or national curricular standards, including subject area OR technology benchmarks</td>
<td>Unit and lesson activities and assessments are not aligned with local, state or national subject area standards or technology benchmarks</td>
<td>Unacceptable</td>
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<tr>
<td><strong>Describes how technology extends or expands instructional activities &amp; supports higher-order thinking skills development</strong> (1.000, 10%) ISTE-NETS-T-2008.2</td>
<td>Materials describe how available technology is used to extend or expand existing classroom instruction and include support for development of higher order thinking skills</td>
<td>Materials describe how available technology is used to extend or expand existing classroom instruction or include support for development of higher order thinking skills</td>
<td>Materials do not describe how available technology is used to extend or expand existing classroom instruction or include support for development of higher order thinking skills</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Consideration of available technology and alternative options</strong> (1.000, 10%) ISTE-NETS-T-2008.2.c</td>
<td>Unit and lesson plans consider location of available technology, scheduling, and provide alternatives in the event technology is not available</td>
<td>Unit and lesson plans consider location of available technology or scheduling, and provide alternatives in the event technology is not available</td>
<td>Unit and lesson plans do not consider location of available technology, scheduling, or provide alternatives in the event technology is not available</td>
<td>Unacceptable</td>
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<td><strong>Consideration for students’ beginning technology knowledge &amp; skill &amp; support for students with special needs and abilities</strong></td>
<td>Unit and lesson plans assess students’ beginning technology knowledge and skill, clearly demonstrate how students with diverse needs and abilities are supported, and accommodate</td>
<td>Unit and lesson plans include at least two of the following: assess students’ beginning technology knowledge and skill, clearly demonstrate how students with diverse needs and abilities are supported</td>
<td>Unit and lesson plans do not assess students’ beginning technology knowledge and skill, clearly demonstrate how students with diverse needs and abilities are supported, or</td>
<td>Unacceptable</td>
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<td>Grant Proposal: Required elements included (1.000, 10%)</td>
<td>student differences</td>
<td>or accommodate student differences</td>
<td>accommodate student differences</td>
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| Alignment with subject area and technology standards (1.000, 10%) | Grant activities and assessments are aligned with curricular standards, including local, state or national subject area and technology benchmarks | Grant activities and assessments are aligned with local, state or national curricular standards, including subject area or technology benchmarks | Unacceptable |

| Describes how technology extends or expands instructional activities & supports higher-order thinking skills development (1.000, 10%) | Grant activities describes how available technology is used to extend or expand existing classroom instruction and include support for development of higher order thinking skills | Grant activities do not describe how available technology is used to extend or expand existing classroom instruction or include support for development of higher order thinking skills | Unacceptable |

| Consideration for students' beginning technology knowledge & skill & support for students with special needs and abilities (1.000, 10%) | Grant proposal includes assessment of students’ beginning technology knowledge and skill, clearly demonstrates how students with diverse needs and abilities are supported, and accommodates student differences | Grant proposal includes at least two of the following: assessment of students’ beginning technology knowledge and skill, clearly demonstrates how students with diverse needs and abilities are supported or accommodates student differences | Grant proposal does not include assessment of students' beginning technology knowledge and skill, clearly demonstrate how students with diverse needs and abilities are supported, or accommodate student differences | Unacceptable |