

**The University of Maryland, College Park
College of Education**

**How this course addresses
the MSDE Teacher Technology Standards (MTTS)
and ISTE/NETS*T Foundations for All Teachers
and INTASC Principles
and UMCP COE Conceptual Framework
and NCATE Conceptual Framework**

Course Title: Assistive Technology and Universal Design for the General Classroom Teacher EDUC 477/698I

Completion of any course does not certify competency in the identified area, however, it will contribute to development of the competency

Standard and Outcomes	Indicators	Addressed in this course	Examples
<p>I. Information Access, Evaluation, Processing and Application</p> <p>Access, evaluate, process and apply information efficiently and effectively.</p> <p>ISTE NETS*T IA-IE, VC, VD INTASC Principles 1, 9 UMCP Conceptual Framework 1,2,6,7 NCATE Framework 1,2,5</p>	<ol style="list-style-type: none"> Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology. Evaluate information critically and competently for a specific purpose. Organize, categorize and store information for efficient retrieval. Apply information accurately in order to solve a problem or answer a question. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Students are given variety of resources which they must differentiate among for given assignments. A variety of Scavenger Hunts, WebQuests and Treasure Hunts are included. Case study analyzes are included-students must identify, locate and report findings. Students must evaluate a variety of resources (software, websites, Multimedia, AT devices high, low and no related to specific needs of students</p>
<p>II. Communication</p> <p>A. Use technology effectively and appropriately to interact electronically.</p> <p>ISTE NETS*T VC, VD INTASC Principles 6, 9, 10 UMCP Conceptual Framework 4,3,6 NCATE Framework 1,3</p>	<ol style="list-style-type: none"> Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Students communicate via email, video streaming/conferencing, within WebCT discussion threads, Chat rooms (general and group work), dialogue with guest speakers, and participate in other live WebCasts on a variety of subjects related to the course content.</p>
<p>B. Use technology to communicate information in a variety of formats.</p> <p>ISTE NETS*T VC, VD INTASC Principles 6, 9 UMCP Conceptual Framework 1,4,5,6 NCATE Framework 1,3,6</p>	<ol style="list-style-type: none"> Select appropriate technologies for a particular communication goal. Use productivity tools to publish information. Use multiple digital sources to communicate information online. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>This course emphasizes the importance of utilizing a variety of teaching strategies and resources to meet different learning styles. Specific examples investigate the same content being delivered through word, PP, video audio etc... Students also learn to choose appropriate technologies for particular learning styles and student needs. Examples of published information included in this course include: PP, Websites, webquests, scavenger Hunts, online quizzes and rubrics, Communication Boards, graphic organizers etc...</p>
<p>III. Legal, Social and Ethical Issues</p> <p>Demonstrate an understanding of</p>	<ol style="list-style-type: none"> Identify ethical and legal issues using technology. Analyze issues related to the uses of technology in 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Several weeks are devoted to Comar, NCLB, 508, 504 and other legal issues. Additionally, time is spent throughout discussing and reading about technology applications and strategies (and UD)</p>

Developed by:
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MTTS developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.
Performance assessment materials to be available for each standard on the PT3 website: www.smc.edu/msde-pt3/.
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INTASC - <http://www.cesso.org/content/pdfs/corestrd.pdf>
NCATE - http://www.ncate.org/standard/m_stds.htm
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<p>the legal, social and ethical issues related to technology use.</p> <p>ISTE NETS*T II, VI A-E INTASC Principles 3, 4, 5, 7, 9 UMCP Conceptual Framework 2,3,4,5 NCATE Framework 3,4</p>	<p>educational settings.</p> <p>3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online protection.</p> <p>4. Use classroom procedures to manage an equitable, safe and healthy environment for students.</p>		<p>that can be used to help ALL students—bit the ethical issues that arise when students and/or schools do not have these technologies available. Case study analyses are used to highlight and discuss issues related to technology choices, issues and appropriateness.</p>
<p>IV. Assessment for Administration and Instruction</p> <p>Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.</p> <p>ISTE NETS*T IV A-C INTASC Principles 1, 7 UMCP Conceptual Framework 3,4,6,7 NCATE Framework 2</p>	<p>1. Research and analyze data related to student and school performance.</p> <p>2. Apply findings and solutions to establish instructional and school improvement goals.</p> <p>3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Mini activities and assignments as well as guest speakers (virtual) aid students in the development of an IEP group project that : analyses data (qualitative and quantitative /SETT framework); applies findings and possible solutions to improve student achievement; and recommends (via reports) strategies for several classroom subject areas and for parent/IEP conferences..</p>

Standard and Outcomes	Indicators	Addressed in this course	Examples
<p>V. Integrating Technology into the Curriculum and Instruction</p> <p>Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.</p> <p>ISTE NETS*T II, III A- III D INTASC Principles 1, 2, 3, 4, 5, 7 UMCP Conceptual Framework 1,2,3,6,7 NCATE Framework 1,3</p>	<p>1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction.</p> <p>2. Evaluate technology materials and media to determine their most appropriate instructional use.</p> <p>3. Select and apply research-based practices for integrating technology into instruction.</p> <p>4. Use appropriate instructional strategies for integrating technology into instruction.</p> <p>5. Select and use appropriate technology to support content-specific student learning outcomes.</p> <p>6. Develop an appropriate assessment for measuring student outcomes through the use of technology.</p> <p>7. Manage a technology-enhanced environment to maximize student learning.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Through multiple mini assignments and case studies student's learn to assess student's needs (as a group and individually), identify appropriate technology materials and strategies for instruction., and be able to develop assessment strategies to measure the appropriateness and outcomes of the selected technology material and strategies on student achievement</p>
<p>VI. Assistive Technology</p> <p>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</p> <p>ISTE NETS*T VI A-E INTASC Principles 3, 9</p>	<p>1. Identify and analyze assistive technology resources that accommodate individual student learning needs.</p> <p>2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.</p>	<p>x Yes x No</p>	<p>The course was specifically structured to address both indicators in depth</p>

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<p>UMCP Conceptual Framework 2,3,4,5 NCATE Framework 3,4</p>			
<p>VII. Professional Growth</p> <p>Develop professional practices that support continual learning and professional growth in technology.</p> <p>ISTE NETS*T IA, IB, VA INTASC Principles 9 UMCP Conceptual Framework 1,2,3,7 NCATE Framework 1,5</p>	<ol style="list-style-type: none"> 1. Create a professional development plan that includes resources to support the use of technology in lifelong learning. 2. Use resources of professional organizations and groups that support the integration of technology into instruction. 3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning. 4. Identify local, state and national standards and use them to improve teaching and learning. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The courses journey allows participants to take knowledge learned and apply to their own classroom/training setting. Multiple resources for further investigation are included. Standards at the national, state, and LSS level as well as technology standards and IT Literacy standards for both educator and student are discussed and explored in detail.</p> <p>Standards are addressed early in the course-- throughout the semester students apply their findings and new knowledge towards classroom activities and reflect on how this new knowledge will be utilized in their future activities/classroom. Portfolio and final reflection journal are artifacts for documentation. Additionally, a wealth of resources are acquired throughout the course and available for students to return to in the future.</p>

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Correlation of the MTTs NETS*T & INTASC & UMCP & NCATE

MTTS Addressed							COE – UMCP Addressed							NCATE Addressed						INTASC Principles Addressed															
1	2	3	4	5	6	7	1	2	3	4	5	6	7	ISTE NETS-Teacher Standards						1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10
X						X	X	X					X	X	I. Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operation and concepts.	X	X				X		X										X		
		X		X			X		X	X	X	X			II. Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology.	X		X				X				X	X	X			X				
			X	X				X	X	X	X				III. Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning.			X	X					X	X	X	X	X			X				
			X						X	X			X	X	IV. Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.		X							X								X			
X	X					X	X	X	X				X	X	V. Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.			X	X											X		X	X		
		X			X		X	X	X					X	VI. Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.	X					X					X						X			

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