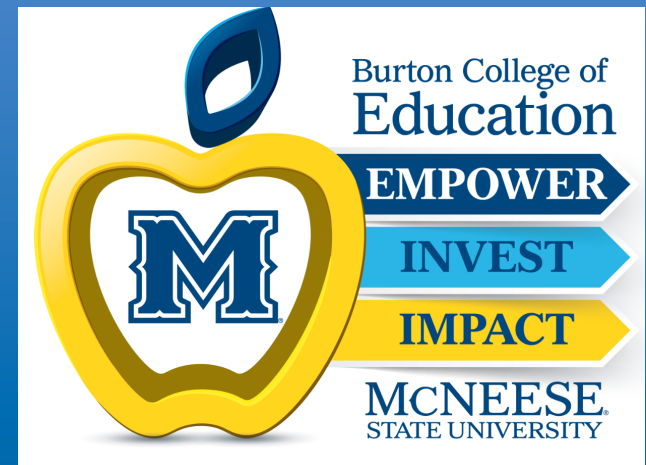


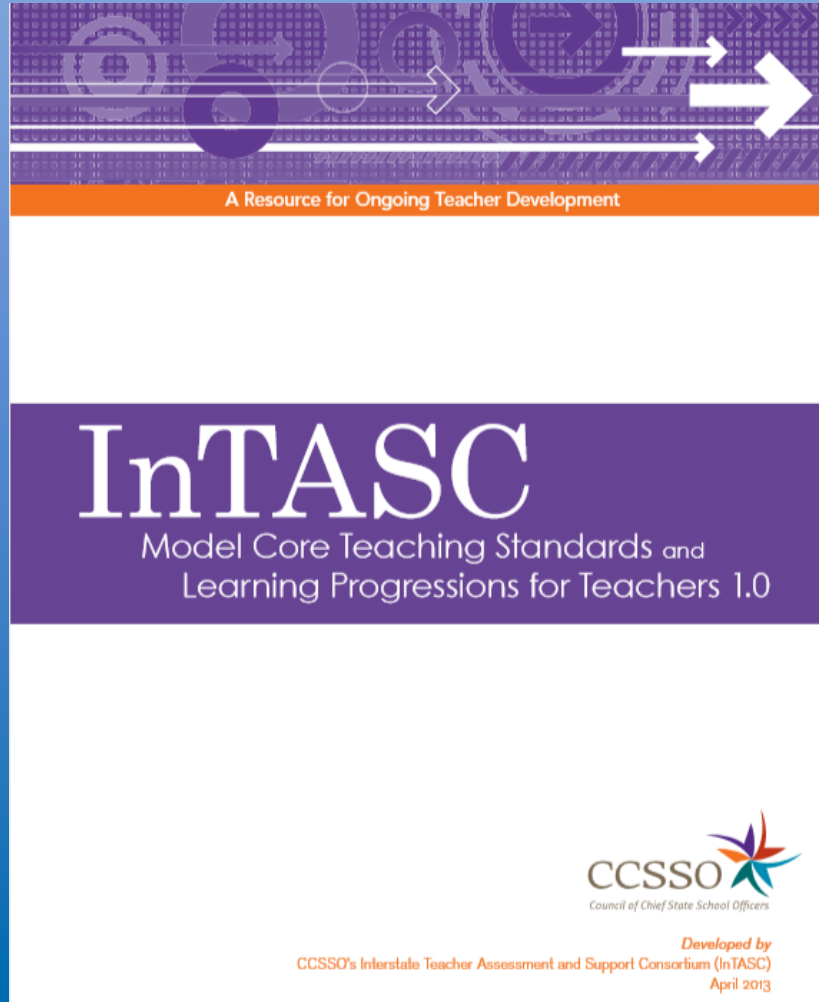


Technology-Integrated Activity Rubric Explanation

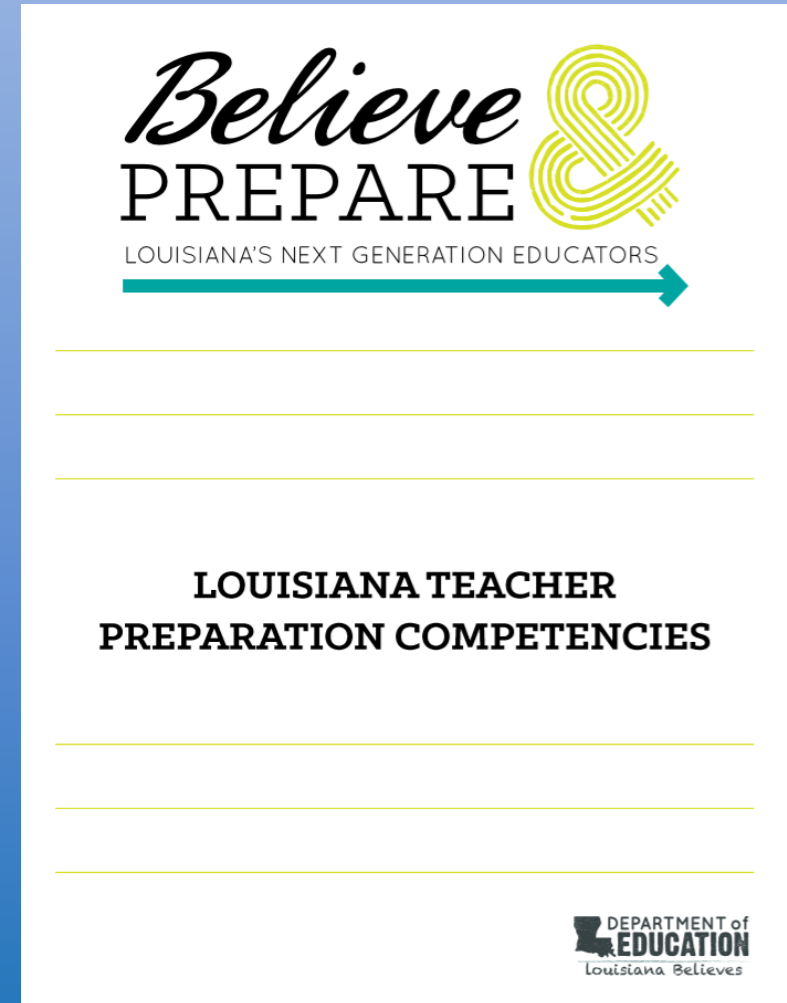


Licensing Requirements

CAEP (National Accrediting Association)



Louisiana Department of Education



Louisiana Board of Elementary and Secondary Education
Louisiana Board of Regents

Education Roundup Opportunities



- **Preparing** you for the future of education
- **Supporting** your current students and students in other schools/districts that may not have access to classroom learning
- **Assisting** parents who are attempting to engage their children in continuous education opportunities
- **Aiding** your fellow colleagues for when they are teachers and need support for struggling students

Technology-Integrated Activity Rubric

Element	3 points	4 points	5 points
Lesson overview submission alignment	Two or less of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies	Three of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies	All of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies
Video submission includes	Two or less of the following are Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson	Three of the following are included: Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson	All the following: Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson
Video explanation is 15-30 minutes in length AND (InTASC 1d)	Uses instructional strategies that promote student learning through supporting students' ability to one of the following: 1. construct knowledge 2. acquire skills 3. develop disciplined thinking processes	Uses instructional strategies that promote student learning through supporting students' ability to two of the following: 1. construct knowledge 2. acquire skills 3. develop disciplined thinking processes	Uses instructional strategies that promote student learning through supporting students' ability to do all the following: 1. construct knowledge 2. acquire skills 3. develop disciplined thinking processes
Promotes responsible use of interactive technology (InTASC 3g)	Does not promote responsible learner use of technologies due to inaccurate website links, paid content, unsafe links.	Promotes responsible learner use of technologies to extend the possibilities for learning locally and globally	Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally
Use of Academic Language (InTASC 4l)	Teacher does not use academic language of the discipline and does not make it accessible to learners	Teacher uses academic language of the discipline OR makes it accessible to learners	Teacher uses academic language of the discipline AND makes it accessible to learners
Technology alignment (InTASC 5l)	Incorporates technologies that do not support achieving specific learning goals	Incorporates technologies that support achieving specific learning goals	Incorporates technologies efficiently and effectively to achieve specific learning goals

Element	3 points	4 points	5 points
Assessment (InTASC 6b)	Included assessment and exemplar (assessment with answers) that match one of the following within the learning objective(s) for the lesson: 1. Content 2. Skill 3. Rigor	Includes assessment and exemplar (assessment with answers) that match two of the following within the learning objective(s) for the lesson: 1. Content 2. Skill 3. Rigor	Includes assessment and exemplar (assessment with answers) that match all the following within the learning objective(s) for the lesson: 1. Content 2. Skill 3. Rigor
Evidence-based instructional resources are incorporated (InTASC 7k)	One of the following are evidence-based: instructional strategies, resources, and technological tools	Two of the following are evidence-based: instructional strategies, resources, and technological tools	All the following are evidence-based: instructional strategies, resources, and technological tools
Citing sources of information and technology used (InTASC 9f)	Includes appropriate documentation for few sources/resources used	Includes appropriate documentation for most sources/resources used	Includes appropriate documentation for all sources/resources used
Participates in building local and global learning communities that (InTASC 10g)	Engage one of the following groups of stakeholders: learners, families, and colleagues	Engage two of the following groups of stakeholders: learners, families, and colleagues	Engage all the following groups of stakeholders: learners, families, and colleagues
Bonus: InTASC 2h			Incorporates instructional strategies and resources to support students with disabilities and giftedness (Worth 2 points)
Bonus: InTASC 2i			Incorporates instructional strategies and resources to support second language acquisition (Worth 2 points)
Bonus: Tier 1 curriculum			Lesson built from Tier 1 curriculum as designated by the Louisiana Believes website (worth 2 points)

Total of 50 points with the opportunity for 6 extra bonus points

Element: Lesson overview submission alignment

Element	3 points	4 points	5 points
Lesson overview submission alignment	Two or less of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies	Three of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies	All of the following align: Louisiana Student Standard(s), assessment, learning outcome(s), and instructional strategies

Using the Lesson Procedures document:

Does the verb, content, and context included within the chosen standard(s) align with the:

- Chosen assessment,
- Created outcome(s), and
- Instructional strategies?

Evaluators will be reviewing for alignment:

- Standard: RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, **drawing on specific details in the text** (e.g., how characters interact).*
- Assessment: Graphic organizer **with specific details** from the text that support how characters interact in the story. A written paragraph that summarizes how the two or more characters compared and contrasted within a text based on their interactions within the story.
- Outcome:

#1: TSW analyze two or more characters in a text by creating a graphic organizer **citing specific details** about their interactions in the story.

#2: TSW *compare and contrast* how two or more characters interact in a text by writing a paragraph based on a rubric.

- Instructional strategy (*Your information will be more specific with hot links.)

Introduction to lesson, anchor chart with content (what is character, what are some examples of interactions), graphic organizer explanation, URL link to text (or portion of text), graphic organizer explanation with example from this text, slide for them to work, slide with exemplar and explanation, anchor chart for paragraph expectations (# of sentences, punctuation, etc.), review paragraph rubric and expectations for this assignment, slide for them to work, exemplar example of final paragraph product with *comparing and contrasting* of 2 or more characters citing specific details in the text, review and closure, slide with future resources available to students and parents.

Element: Video submission includes

Video submission includes	Two or less of the following are Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson	Three of the following are included: Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson	All the following: Introduction to lesson, overview of content, explanation of topic, and review of instructional activities for lesson
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In the first few minutes of the video, the following is included:

- Introduction to lesson
- Overview of content
- Explanation of topic
- Review of instructional activities for lesson (agenda)

Element: Video explanation is 15-30 minutes in length AND (InTASC 1d):

Video explanation is 15-30 minutes in length AND (InTASC 1d)	Uses instructional strategies that promote student learning through supporting students' ability to one of the following: 1.construct knowledge 2. acquire skills 3. develop disciplined thinking processes	Uses instructional strategies that promote student learning through supporting students' ability to two of the following: 1.construct knowledge 2. acquire skills 3. develop disciplined thinking processes	Uses instructional strategies that promote student learning through supporting students' ability to do all the following: 1. construct knowledge 2. acquire skills 3. develop disciplined thinking processes
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ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

What does that mean?

Learning beyond the moment of this lesson.

1

Construct Knowledge:

Active process in which students will incorporate new content into their existing cognitive frameworks formulating new conclusions

2

Acquire Skills:

Problem-solving skills; reasoning skills; application/extension in various situations; use of data; research skills; use of technology

3

Develop disciplined thinking processes:

Facilitate knowledge organization; reduce cognitive load; make thinking processes explicit

Element: Promotes responsible use of interactive technology (InTASC 3g):

Promotes responsible use of interactive technology (InTASC 3g)	Does not promote responsible learner use of technologies due to inaccurate website links, paid content, unsafe links.	Promotes responsible learner use of technologies to extend the possibilities for learning locally and globally	Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally
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3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Interactive technologies can help improve students' ability to communicate with other students and with the teacher. Examples of interactive technologies: Socrative, Scratch, Prezi, Quizlet, Google Classroom, Khan Academy, Mind Mapping, Seesaw, Nearpod, etc.

****Be sure to plan for those student who do and do not have technology readily available to ensure equity of learning.****

Element: Use of Academic Language (InTASC 4I):

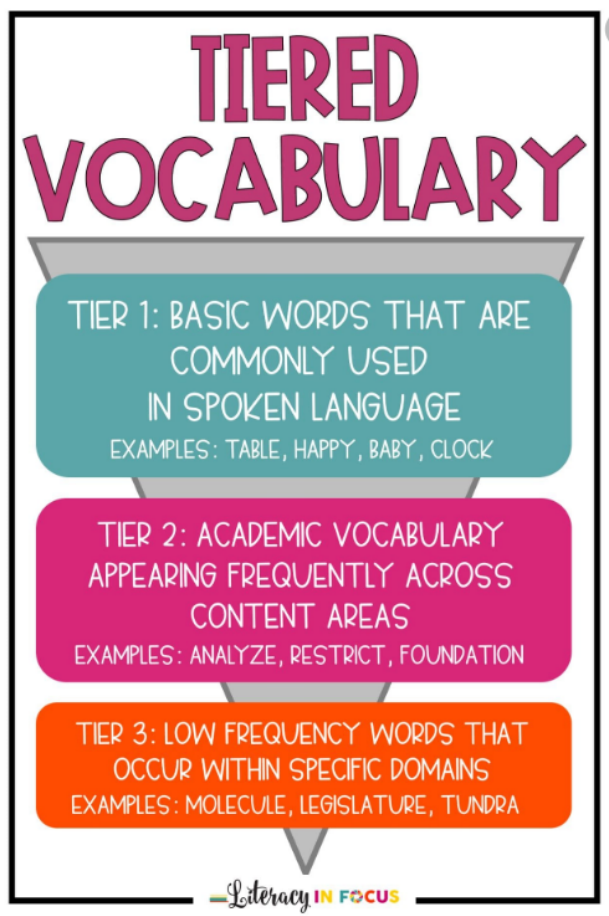
Use of Academic Language (InTASC 4I)	Teacher does not use academic language of the discipline and does not make it accessible to learners	Teacher uses academic language of the discipline OR makes it accessible to learners	Teacher uses academic language of the discipline AND makes it accessible to learners
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4(I) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Words that must be known and understood to be able to engage in the lesson.

Must be taught explicitly in direct instruction.

Used by the teacher within discussion of the content within the recorded lesson.



Element: Technology alignment (InTASC 5I):

Technology alignment (InTASC 5I)	Incorporates technologies that do not support achieving specific learning goals	Incorporates technologies that support achieving specific learning goals	Incorporates technologies efficiently and effectively to achieve specific learning goals
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5(I) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Digital and interactive technologies used within recorded lesson as well as listed in other resources for continuous learning fully align to achieving specific learning goals of the lesson and bring meaning to the learning.

Element: Assessment (InTASC 6b):

Assessment (InTASC 6b)	Included assessment and exemplar (assessment with answers) that match one of the following within the learning objective(s) for the lesson: 1. Content 2. Skill 3. Rigor and minimizes sources of bias.	Includes assessment and exemplar (assessment with answers) that match two of the following within the learning objective(s) for the lesson: 2. Content 2. Skill 3. Rigor and minimizes sources of bias.	Includes assessment and exemplar (assessment with answers) that match all the following within the learning objective(s) for the lesson: 3. Content 2. Skill 3. Rigor and minimizes sources of bias.
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6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Does your assessment match your standard and learning goals in terms of content, skill, and rigor?
Does your assessment have clear instructions and expectations?
Did you include an exemplar for parents/students to check their work?
Are the answers objective or subjective?
Objective means it is clearly correct or incorrect and does not leave room for interpretation (bias) to determine if a child understands the concepts or not.

Element: Evidence-based instructional resources are incorporated (InTASC 7k):

Evidence-based instructional resources are incorporated (InTASC 7k)	One of the following are evidence-based: instructional strategies, resources, and technological tools	Two of the following are evidence-based: instructional strategies, resources, and technological tools	All the following are evidence-based: instructional strategies, resources, and technological tools
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7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Are the instructional strategies, resources, and technology tools evidence-based? This means are they supported by research and found to be effective. Think Tier 1 curriculum, not Pinterest.

Do the instructional strategies, resources, and technological tools meet the needs of diverse learners. Are there a variety of learning opportunities using multiple learning styles?

Element: Citing sources of information and technology used (InTASC 9f):

Citing sources of information and technology used (InTASC 9f)	Includes appropriate documentation for few sources/resources used	Includes appropriate documentation for most sources/resources used	Includes appropriate documentation for all sources/resources used
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9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

- Are your sources safe and appropriate for students in this grade level?
- Are they provided at no cost?
- Did you cite your sources for information, activities, video links, other websites, etc. within your lesson procedure document and slide deck?

Element: Participates in building local and global learning communities that (InTASC 10g):

Participates in building local and global learning communities that (InTASC 10g)	Engage one of the following groups of stakeholders: learners, families, and colleagues	Engage two of the following groups of stakeholders: learners, families, and colleagues	Engage all the following groups of stakeholders: learners, families, and colleagues
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10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

We are building a local and global learning community through Education Roundup! Are your lessons and resources suitable for the grade level and content level chosen (i.e. learners), does it support parental/guardian/sibling understanding of what learning will take place and how they know the child has been successful (i.e. families), is the lesson something that is relevant and aligned to the curriculum so that others could use it in their classrooms (i.e. colleagues)?

Bonus points opportunities

1

Supporting students with disabilities and giftedness

2

Supporting second language acquisition students

3

Using Tier 1 curriculum as designated by the Louisiana Believes website

Need more information...

SharePoint

Please feel free to contact any/all of the following persons for assistance. The area of "expertise" is written next to each name, but we will all do our best to assist you as you work through your assignments.

- Dr. Denman (cdenman@mcneese.edu): Technology based questions
- Dr. Ogea (aogea@mcneese.edu): Requirements and procedures
- Dr. Robichaux (jrobichaux@mcneese.edu): Technology based questions
- Dr. White (vfwwhite@mcneese.edu): Student Teaching/Intern policies, requirements, procedures
- Mentor Teacher and University Supervisors: Content questions for your lessons



Technology-Integrated Activity
Rubric Explanation