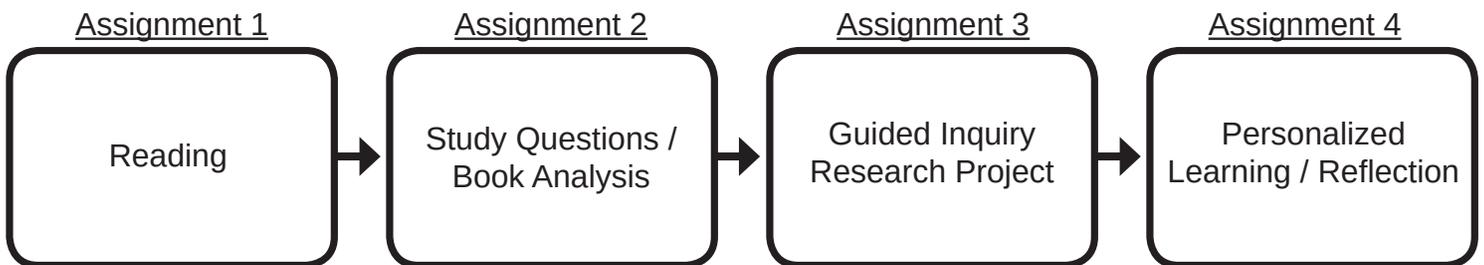


*Course Assignments and Hour Requirements*

Assignment	Assignment Description	Approximate Hours	Points out of 100
1	<i>Reading</i>	15	-
2	<i>Study Questions / Book Analysis</i>	20	40
3	<i>Guided Inquiry Research Project</i>	45	40
4	<i>Personalized Learning / Reflection</i>	32.5	20
<i>Total Course Hours and Total Points</i>		112.5/112.5	100/100
<i>Course Evaluation: Upon completion of coursework, an evaluation will be sent to you.</i>			



*Assignment One: Reading*

*Disruptive Classroom Technologies*  
By: Sonny Magana

Required Reading:

*Entire Book (~ 150 pages)*

While reading the book, use these study guide questions and take notes to prepare yourself for the Book Analysis Assignment (see following page).

\*Please note: your responses to these study guide questions do not need to be submitted.

Study Guide Questions (Chapters 1-2)

Chapter 1: In your school, is technology a disruptive innovation or a distractive innovation? Why?

Chapter 2: Compare the TPACK and SAMR to the T3 model.

Chapters 1 and 2: Describe examples of a Translational, Transformational, or Transcendent use of technology in your school.

Study Guide Questions (Chapters 3-4)

Chapter 3: Why do you believe schools have not seen significant student achievement gains from technology implementation?

Chapter 4: What obstacles block students and teachers from implementing Transformational uses of technology?

Chapters 3 and 4: Recall a time when you have seen students engaged in either Transformational Production or Contribution technology uses.

Study Guide Questions (Chapters 5-6)

Chapter 5: How can technology be used to enhance inquiry based learning?

Chapter 6: How can T3 be used to measure teacher progress?

Chapters 5 and 6: Give an example of a Transcendent technology use you have witnessed.

*Assignment Two: Book Analysis*

Book Analysis (40% of Grade)

✓ Write an analysis/reflection of the book (minimum 1 1/2 pages) by answering the questions below. Refer to the study guide and your own notes to help you write. Cite information from the book when relevant, and include examples from your own teaching experiences. Refer to the Written Response Rubric for analysis requirements.

Analysis Questions (1 1/2 page response)

1. Describe how the T3 Framework supports technology integration in schools?

2. Create a plan to implement a T2 Contribution component with your students. What would this look like in your classroom?

3. Which areas of the T3 Framework will be the most difficult to implement in your classroom? Why?

*Assignment Three: Guided Inquiry Research*

Guided Research Inquiry (40% of Grade)

During this Guided Inquiry, you will choose a topic from the coursebook and further explore how it can benefit you as an educator (you may choose to explore more than one topic).

✓ Create an open-ended question surrounding a topic in the course material that you wish to further explore through research.

✓ Research and write a two-page paper addressing all aspects of your chosen question. The paper should include APA 6 citations from at least two journal articles or other academic publications. Refer to the Written Response Rubric for requirements.

Approximate time required to complete assignment: 45 hours (~35 hours research, ~10 hours writing)

Suggested Sites for Research Articles:

For this Guided Inquiry, you will need to find professional journal articles, videos, books or other academic materials to research your chosen topic. Here are a few suggested websites:

<https://eric.ed.gov>

<http://www.ascd.org/publications/educational-leadership/archived-issues.aspx>

<https://www.researchgate.net>

*Assignment Four: Personalized Learning*

Personalized Learning Assignment

✔ For this assignment, you will take what you learned in the course and expand on it through a work of your choosing. Below is a list of Personalized Learning Choices. You may choose to spend time on more than one.

Options	Personalized Learning Choices
Teach	Design, plan or implement lessons based on ideas, concepts or topics presented in course.
Research	Research topics or standards (state or national) related to the course.
View	Watch videos, Ted Talks, or webinars related to the course topics.
Collaborate	Work with other teachers or PLC's (Professional Learning Communities) to further explore topics and implement practices into the classroom or school.
Project	Develop or plan a project related to the course content.
Create	Create Powerpoints, Smartboard files, documents, etc. that support ideas, concepts or topics presented in the course.
Observe	Observe or interview experienced teachers in your school or district regarding course content.

Personalized Learning Reflection (20% of Grade)

✔ Write a minimum one-page reflection. Describe the work and the time spent on each part of your personalized learning. Include answers to the following questions:

1. Which course concepts were integrated into your work?
2. How did your work support student learning?
3. What did you learn from this experience?

Approximate time required to complete assignment: 32.5 hours (~27.5 hours Personalized Learning, ~5 hours reflection/questions)

Refer to the Personalized Learning Reflection Rubric for requirements.

## Written Response Rubric

Teachers' Professional Advancement Institute

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
<b>Knowledge and Understanding of Content and Ideas</b>			
<p>Analysis is precise, well articulated, and demonstrates a mastery of the topic. Writer responds effectively to all aspects of the questions.</p>	<p>Analysis is accurate, well developed and demonstrates a clear understanding of the topic. Writer responds to all aspects of the questions.</p>	<p>Analysis is competent but does not show a mastery of the topic. Writer responds to some, but not all, aspects of the questions.</p>	<p>Analysis lacks competence and reveals a flawed understanding of the topic. Writer does not respond effectively to the questions.</p>
<b>Analysis and Interpretation of Teaching Practices</b>			
<p>Writer efficiently uses quotations and/or support from course readings to highlight understanding. Relevant evidence is strong. A strong connection to personal teaching experiences is prevalent.</p>	<p>Writer uses quotations and/or support from course readings to highlight understanding. Relevant evidence is good. Connections to personal teaching experiences are identified.</p>	<p>Writer uses some support from course readings to highlight understanding. Relevant evidence is incomplete. Connections to personal teaching experiences are inadequate or unclear.</p>	<p>Writer uses little or no support from course readings. Relevant evidence is lacking. Connections to personal teaching experiences are unclear or nonexistent.</p>
<b>Written Communication: Language, Style and Conventions</b>			
<p>Writer displays a mastery of effective written work. Writer has an effective fluent style and syntax. Responses show an exemplary command of language.</p>	<p>Writer displays effective written work. Writer has a good fluent style and syntax. Responses show a good command of language.</p>	<p>Writer displays adequate written work. Writer has some style and shows attention to syntax. Responses show a basic command of the language.</p>	<p>Writing is ineffective in its presentation. Style is lacking and attention to syntax and grammar is inadequate. Responses show little command of the language.</p>

# Personalized Learning Reflection Rubric

Teachers' Professional Advancement Institute

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
<b>Knowledge and Understanding of Content and Ideas</b>			
Reflection demonstrates a high degree of critical thinking in applying course concepts into work. Insightful and relevant connections to course topics are made.	Reflection demonstrates critical thinking in applying course concepts into work. Relevant connections to course topics are made.	Reflection demonstrates some critical thinking in applying course concepts into work. Connections to course topics are made.	Reflection demonstrates little critical thinking in applying course concepts into work. Connections to course topics made are few or non-existent.
<b>Analyzing and Interpretation of Teaching Practices</b>			
Writer demonstrates significant personal growth and awareness of course topics through inferences and insights. Writer relates experience to current and future practices.	Writer demonstrates personal growth and awareness of course topics through inferences and insights. Writer relates experience to teaching practices.	Writer demonstrates some personal growth and awareness of course topics through inferences and insights. Writer relates some experience to teaching practices.	Writer demonstrates little or no personal growth. Writer does not successfully relate experience to teaching practices.
<b>Written Communication: Language, Style and Conventions</b>			
Writer displays a mastery of effective writing. Writer has an effective fluent style and syntax. Responses show an exemplary command of language.	Writer displays effective writing. Writer has a good fluent style and syntax. Responses show a good command of language.	Writer shows adequate writing. Writer has some style and shows attention to syntax. Responses show a basic command of language.	Writing is ineffective in its presentation. Style is lacking; attention to syntax and grammar is inadequate. Responses show little command of language.