



**MTI 564: Google Tools for Educators**

**ONLINE INSTRUCTOR-LED COURSE**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	<b>Ben Leven</b>
<b>Instructor Email:</b>	<b>bleven@kcsd96.org</b>
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	Mr. Leven earned his Bachelor of Science degree in Physical Education with a minor in Health Education from Western Illinois University. He then earned a Master's degree in Educational Technology from the University of Illinois. He has 20 years of teaching experience at the middle school level teaching health. Through the years, he has served on several committees including being the President of the Union, President of Illinois School Health, bargaining team, wellness team, and coaching several sports. He has a passion for educational technology and strives to keep up with the best and the latest in order to work toward continuous improvement of instruction.

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Online Course</b> The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 45 hours of instructional time is devoted to this course.</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, <b>not the credit granting university</b>, for this course.</p>

	<p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a>. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p><b>Prerequisites</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p><b>Required Books and Materials</b></p>	<ul style="list-style-type: none"> <li>● A gmail account (either personal or district is acceptable)</li> <li>● Instructional videos</li> </ul>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine how their new knowledge of advanced features in Gmail and Calendar can lead to increased productivity and efficiency both individually and with their colleagues. InTASC 9,10</li> <li>2. Navigate and implement Google Sites and Google Classroom for the purposes of incorporating a learning management system in the classroom in order to improve communication. InTASC 2,3,6,9</li> <li>3. Understand the benefits of utilizing Google Drive for file storage and organization, sharing document with students, and providing timely and valuable feedback on student writing. InTASC 2,3,6,7</li> <li>4. Create student assessments using Google Forms which provide timely and valuable feedback to students as well as yield data for the educator. InTASC 6,8</li> <li>5. Analyze a classroom environment in order to determine the most beneficial learning management system that will greatly improve accessibility for students as well as communication for students and parents. InTASC 2,3,5,7,10</li> <li>6. Develop and implement a plan which describes their intention to fully utilize the Google tools that were covered in this course in order to improve instruction, increase productivity, and enhance communication with students and their parents. InTASC 2,3,5,7,8</li> </ol>	
<p><b>Course Description:</b> This course is designed to provide educators with a variety of tools available through Google Apps for Education. Participants will gain valuable time through increased productivity using Gmail and Calendar advanced features. They will also learn how to maximize their own as well as student organization of documents through Google Drive. Educators will be able to greatly improve immediate feedback to students through Google Drive as well as Google Forms. Finally, they will implement a learning management system that greatly improves communication with students and with parents and makes all classroom materials available from anywhere.</p>	
<p><b>Learning Strategies:</b> Group discussions, professional collaboration, personal reflection, individual assignments (applications and evaluation essay).</p>	

**Experiential Learning Opportunities:** Educators will reflect on their current practices and improve as a leader in the classroom.

## Format of the Course and Submitting Work

You are required to complete all assignments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Discussion Questions - Prompts Posted By Instructor on Canvas. 7 prompts total worth 9 points each.	63 points	10 hours
Reflect and Respond - Contribute to discussion by responding to classmates on Canvas. 4 total posts worth 9 points each.	36 points	10 hours
Application Assignments - Instructions posted on Canvas. 8 assignments worth 15 points each.	120 points	13 hours
Final evaluation essay	100 points	12 hours
<b>Total</b>	<b>319 points</b>	<b>45 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

## Discussion Questions - 7 answers @ 9 points each total 63 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b><i>Supporting Evidence in Practice</i></b>	Response shows strong evidence of ideas and insights from this course and how	Response shows evidence of ideas and insights from this	Response shows some evidence of ideas and insights

___/3	they are applied to the classroom.	course and how they are applied to the classroom.	from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Reflect and Response Rubric- 4 responses @ 9 points each total 36 points</b>			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Application Rubric- 8 assignments @ 15 points each total 120 points</b>			
Category	Superior (5-4 pts)	Sufficient (3-2 pts)	Minimal (1 pt)
<b>Supporting Evidence in Practice</b> ___/5	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/5	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/5	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Evaluation Rubric - 100 points</b>				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)

<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

<b>Course Schedule</b>
<p><b><u>Week 1 – Google Basics</u></b></p> <ul style="list-style-type: none"> <li>- Explore advanced features in Gmail and Google Calendar</li> <li>- Discussion Question #1 -- Identify at least two Gmail and/or Calendar processes to automate to increase efficiency and communication</li> <li>- Discussion Question #2 -- Explore advanced Google Search features and share your ideas for implementation</li> <li>- Discussion Question #3 -- Discuss ideas for use of Google Keep - professionally, personally, and for your students</li> <li>- Reflect and Respond -- Comment on at least two posts from other classmates</li> </ul> <p><b><u>Week 2 – Google Drive</u></b></p> <ul style="list-style-type: none"> <li>- Create folders in Google Drive to organize materials</li> <li>- Application #1 -- Utilize a shared document as well as advanced features to introduce yourself to classmates</li> <li>- Application #2 -- Create Google Sheet that can be utilized within your classroom</li> <li>- Application #3 -- Create Google Slides presentation that can be utilized within your classroom</li> </ul>

- Application #4 -- Use comment and edit features within a Google document to improve feedback to students

### **Week 3 – Google Forms and Self-Grading Quizzes**

- Application #5 -- Complete class assessment and review results and data
- Application #6 -- Create a survey using Google Forms
- Application #7 -- Create a self-grading assessment using Google Forms
- Share your assessment with classmates, complete classmates' assessments
- Discussion Question #4 -- Review and analyze data from assessment and brainstorm future intentions

### **Week 4 – Course Communication with Google**

- Discussion Question #5 -- After exploring resources, provide a rationale for utilizing a Google website within your classroom
- Discussion Question #6 -- After exploring resources, provide a rationale for utilizing Google Classroom within your classroom
- Discussion Question #7 -- Discuss how a lack of communication can hinder learning
- Application #8 -- Produce correspondence for students and parents which explains your method of communication within your classroom
- Reflect and Respond -- Comment/Question at least two posts from other classmates

### **Week 5 – Reflection**

- Evaluation -- Write a 3 - 5 page paper which reflects upon your new knowledge of Google Apps for Education, including your future intentions for implementation. APA Style.
- Complete the course survey

## **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **The InTASC Model Core Teaching Standards (April 2011)**

#### **The Learner and Learning**

##### **Standard #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.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #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.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually

evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.