



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 564: Google Tools for Educators

Instructor Information:

Instructor Name:	Wendy Bean
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Instructor Background:	Mrs. Bean earned her Bachelor of Science degree in Health Education from Northern Illinois University. She then earned a Master's degree in Educational Administration from St. Xavier University . She has 16 years of teaching experience at the high school level and has taught online for Midwest Teachers Institute for the last 5 years. She is currently serving as an assistant principal. Through the years, she has served on several committees including school improvement teams, professional steering committees, and principal selection committees. She 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.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be a Google Community . An email 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.
Prerequisites	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. All courses are for 3 graduate

	<p>semester hours/credits from our partnering universities. <u>You can choose which university to receive your graduate credits from when you register.</u></p>
<p>Required Books and Materials</p>	<ul style="list-style-type: none"> ● A gmail account (either personal or district is acceptable) ● Internet access
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 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 2. Navigate and implement Google+ Communities for the purposes of incorporating a learning management system in the classroom as well as utilizing a Google Community for ongoing professional development and establishing a professional learning network. InTASC 2,3,6,9 3. Understand the benefits of utilizing Google Drive for file storage and organization, sharing document with students, and providing timely and valuable feedback for student writing. InTASC 2,3,6,7 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 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 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 	
<p>Course Description: 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 gain a wealth of resources by tapping into Google+ Communities. 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>Learning Strategies: Group discussions, professional collaboration, personal reflection, individual assignments (applications and evaluation essay).</p>	
<p>Experiential Learning Opportunities: Educators will reflect on their current practices and improve as a leader in the classroom.</p>	

Assessments		Approximate contact hours for each assessment
Review Course Materials & Videos		10 hours
Discussion Questions - Prompts Posted By Instructor within Google Community. 7 prompts total worth 9 points each.	63 points	10 hours
Reflect and Respond - Contribute to discussion by responding to classmates within Google Community. 4 total posts worth 9 points each.	36 points	5 hours
Application Assignments - Instructions posted within Google Community. 8 assignments worth 15 points each.	120 points	10 hours
Evaluation/Reflection Paper - Due end of week #5	100 points	10 hours
Total	319 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>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.</p>		

Discussion Questions - 7 answers @ 9 points each total 63 points			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Reflect and Response Rubric- 4 responses @ 9 points each total 36 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Application Rubric- 8 assignments @ 15 points each total 120 points

Category	Superior (5-4 pts)	Sufficient (3-2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Evaluation Rubric - 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Logical Sequencing ____/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.
Reflection ____/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.

Course Schedule

Week 1 – Google Basics

- Explore advanced features in Gmail and Google Calendar
- Discussion Question #1 -- Identify at least two Gmail and/or Calendar processes to automate to increase efficiency and communication
- Discussion Question #2 -- Explore advanced Google Search features and share your ideas for implementation
- Create Google+ account and browse communities
- Discussion Question #3 -- Locate and join at least 3 Google communities and share the value of those with classmates
- Reflect and Respond -- Comment/Question at least two posts from other classmates

Week 2 – Google Drive

- Create folders in Google Drive to organize materials
- Application #1 -- Utilize a shared document as well as advanced features to introduce yourself to classmates
- Application #2 -- Create Google Sheet that can be utilized within your classroom
- Application #3 -- Create Google Slides presentation that can be utilized within your classroom
- 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 Community within your classroom

- Discussion Question #6 -- After exploring resources, provide a rationale for utilizing a Google website within your classroom
- Discussion Question #7 -- After exploring resources, provide a rationale for utilizing Google Classroom within your classroom
- 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.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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