

The Educational Technology Department
at



In collaboration with the
State REMC Association of Michigan



Present

***21 Things for the 21st Century Educator
Technology Every Educator Should Know
Three Learning Strands***

<http://www.21things4teachers.net>

A collaborative project between REMC Association of Michigan and Michigan ISDs, ESAs, and RESAs Partner Agencies including Lenawee ISD

| Course | Dates |
|---|-----------------------------------|
| <i>Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)</i> | September 11, 2014 – June 5, 2015 |
| <i>Three Learning Strand Options:</i> | |
| • <i>Lenawee 21 Things Option A: Building Your PLN</i> | September 11 – December 5, 2014 |
| • <i>Lenawee 21 Things Option B: Teacher Tech Skills</i> | December 11, 2014 – March 4, 2015 |
| • <i>Lenawee 21 Things Option C: Supporting All Learners</i> | March 12 – June 5, 2015 |

Lenawee ISD Course Facilitator:

Sue Summerford, Educational Technology Consultant
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**TED 599 Course Title: *Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)*
September 11, 2014 – June 5, 2015 (1-3 Credit Hours)**

Course Description

Graduate Credits Available through Siena Heights University, SCECHs available through MDE

The purpose of the Lenawee 21things for 21st Century Educator (21Things4Teachers) course is to provide "Just in Time" training through an online interface for K-12 educators based on the International Society for Technology in Education Standards for Teachers. These standards are the basic technology skills every educator should possess. Educators will have the opportunity to develop their own skills, obtain SCECHs or Graduate Credit, and discover student skills needed to meet Michigan Educational Technology Standards (METS) and Michigan Merit Curriculum Online Experience requirements.

Course Creators/Instructors

The *21Things for the 21st Century Educator* web site, www.21things4teachers.net, was created through a collaborative effort between the instructional technologists at Clinton RESA, Macomb ISD, Ingham ISD and Shiawassee RESD and the REMC Association of Michigan, with a total of 26 Michigan Partner Agencies, including Lenawee ISD.

Local Instructor/Course Facilitator: On file with the University, working as an approved 21 Things Agency/Agency Coordinator

- Sue Summerford, Lenawee ISD

The original co-creators, or Project Partners, include:

- Carolyn McCarthy, Clinton RESA/Shiawassee RESD
- Jennifer Parker-Moore, Ed. D., Macomb ISD
- Melissa White, Ingham ISD
- Janice Harding, Macomb ISD

Course Goals

- To tie the use of instructional technology to research based instructional strategies that improve the effectiveness of classroom instruction.
- To support Michigan Technology and School Improvement planning and reporting: Use of the 21things project supports the Michigan Technology plan. The course allows for assessment of professional standards for Michigan teachers' in Personnel Skilled in Technology using the NETS-T and NETS-A rubrics. Educators participate virtually in an online technology course based on curriculum, assessment, and instructional models aligned to the NETS and METS.
- To encourage collaboration to Meet Educator Needs: The *21 Things for the 21st Century Educator* site is a collaborative project designed under a Creative Commons license to fill the needs of educators for web 2.0 technology applications and training. This project helps districts' bridge the widening gap between students and teachers technology skills. It also provides cost-effective ways to provide professional development, the flexibility of any-time (just-in-time) training, and FREE web tools aligned to state and national standards.
- To assist teachers in meeting the ISTE Standards for Teachers (ISTE-T).
- To expose teachers to an online course as required of Michigan high school students by the Michigan Merit Curriculum online requirement
- To develop teacher proficiency in the integration of ISTE Standards for Students into classroom instruction
- To allow for assessment, critical evaluation, and self-reflection of technology skills as determined by state and national standards
- To provide teachers with differentiated strategies in the area of instructional technology
- To assist teachers in building skill levels to embrace tech readiness for online testing

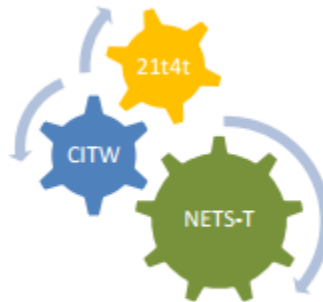
Required Text/Readings:

Participants are expected to complete the readings and activities associated with the 21 online lessons to learn basic technology skills using a variety of web tools in a blended learning environment. Each lesson, or “thing”, includes a “how to” video, hands-on activities, and an overview of how this tool can be used in the classroom. Participants demonstrate proficiency in each of the 21things by creating an end-product, or a Digital Portfolio. Additional readings may be added to enrich the content.

Participants will be expected to complete all of the readings associated with each “Thing”, found at website: <http://www.21things4teachers.net>

On each page of the web site, there are required readings for each of the 21 things elements.

1. Basics
2. Face of Your Classroom (Online Presence)
3. Visual Learning
4. Cloud Initiation
5. Collaboration
6. Communication
7. Productivity
8. Digital Citizenship
9. Be Legal and Fair
10. Search Strategies
11. Content Area
12. Interactives
13. Digital Images
14. Powerful Presentations
15. Professional Learning
16. Differentiated Instruction and UDL
17. Evaluation and Assessment
18. Dig the Data
19. Digital Story Telling
20. Creating a Virtual Classroom
21. Emerging Technologies



Connections to standards and best practice are also an integral part of each “thing”. Readings may be assigned and/or referenced to define the ISTE Standards for Teachers:

- ISTE Standards for Teachers:
<http://www.iste.org/standards/standards-for-teachers>


Additional readings may be assigned and/or referenced to outline the categories of best practice instruction and the technology categories that support them:

- “Framework for Instructional Planning” found in the ***Classroom Instruction that Works, 2nd ed.*** (Dean, Hubbell, Pitler, Stone, 2012).
- Categories of best practice instruction and the technology categories that support them found in the ***Using Technology with Classroom Instruction that Works, 2nd ed.*** (Pitler, Hubbell, Kuhn, 2012).

Recommended Resources

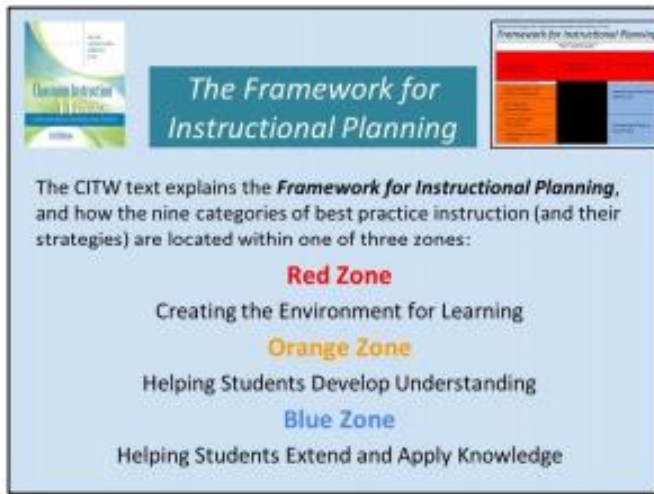
The 21things4teachers will **reference** many of the best practice recommendations made in the 2nd edition of *Classroom Instruction that Works* (aka “CITW”).

Participants will utilize the technology recommendations found in the 2nd edition of *Using Technology with Classroom Instruction that Works*. Participants may wish to **obtain a copy** of the “UTCITW” text to support movement through the modules.



Required Text/Readings, cont'd:

The best practice recommendations found in the *Classroom Instruction that Works, 2nd ed.* (Dean, Hubbell, Pitler, Stone, 2012) are placed into three color zones called the “Framework for Instructional Planning”. A brief description is below.



The Framework for Instructional Planning

The CITW text explains the *Framework for Instructional Planning*, and how the nine categories of best practice instruction (and their strategies) are located within one of three zones:

- Red Zone**
Creating the Environment for Learning
- Orange Zone**
Helping Students Develop Understanding
- Blue Zone**
Helping Students Extend and Apply Knowledge

Using Technology with Classroom Instruction that Works, 2nd ed.

Framework for Instructional Planning

Creating an Environment for Learning (Page 7) – Identify the Strategies

| | | |
|---|--|---|
| Setting Objectives and Providing Feedback | Reinforcing Effort and Providing Recognition | Cooperative Learning |
| Helping Students Develop Understanding | | Helping Students Extend and Apply Knowledge |
| Cues, Questions, and Advance Organizers | | Identifying Similarities & Differences |
| Nonlinguistic Representations | | |
| Summarizing & Note-taking | | Generating & Testing Hypotheses |
| Assigning Homework & Practice | | |

There are nine categories of best practice recommendations, which are placed into three color zones (red, orange, blue).

The CITW text further defines each category, and how it relates to the the zone within the *Framework for Instructional Planning*.

Vocabulary for The Framework for Instructional Planning

Framework for Instructional Planning

Component of the Framework (RED ZONE) → Creating an Environment for Learning (Page 7) – Identify the Strategies

← One of the categories of instructional strategies


← Each of these is a "strategy"

Setting Objectives and Providing Feedback

← "Creating the Environment for Learning" is part of the "Red Zone." This is also known as the non-negotiable component, as elements of these strategies should be present in every classroom, every day. **Setting Objectives & Providing Feedback** fit in the Framework for Instructional Practice under this category of instructional strategies.

Using Technology with Classroom Instruction that Works, 2nd ed.

The *Using Technology with Classroom Instruction that Works, 2nd ed.* (Pitler, Hubbell, Kuhn, 2012) text builds upon the nine categories of best practice, and integrates these categories into technology categories (p.12-13). Placing the tools and resources into categories assists in supporting the best practice recommendations.



Technology Categories

The UTCITW text builds on the CITW Categories for best practice, and frames technology in 9 categories:

| | | |
|---|--|---|
| Word Processing Applications | Organizing & Brainstorming Software | Data Collection & Analysis Tools |
| Communication & Collaboration Software | Instructional Media | Multimedia Creation |
| Instructional Interactives | Database and Reference Resources | Kinesthetic |

UT-CITW, 2nd ed., pg. 12-13; Chapter 1 (19-53).

Course Learning Objectives:

- *Know the categories of best practice, and the technology categories and standards that support them**
- *Understand the classroom recommendations for these categories and standards**
- *Make connections between the categories, standards, and technology resources**
- *Transfer the learning into classroom instruction to improve student engagement, achievement, and technology proficiency**

Content Standards

The *21things4teachers* site has earned the ISTE Readiness Seal of Alignment, certifying it for its connections to the ISTE-T Standards in preparing teachers. Readings may be assigned and/or referenced to define the ISTE Standards for Teachers:

- ISTE Standards for Teachers: <http://www.iste.org/standards/standards-for-teachers>

Effective teachers model and apply the NETS-S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE-S (Students).

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community



Digital Portfolio

All students will be expected to create a digital portfolio, which may take a variety of formats. Check with your instructor/Agency to find out how you will be demonstrating proficiency.

Example: Blog (Edublogs) Digital Portfolio

Create a Blog to post your Hands-On Activities and Capstone assignments within the 21things4teachers course.

1) Building Your PLN Page

- a. **Create a CATEGORY** for Building Your PLN, which will result in a **PAGE**.
- b. **Complete Hands-On Activities.**
 - i. For each “thing”, complete the hands-on activity found at the web site.
- c. **Create a Post.**
 - i. **Reflection and Screenshot.**
 1. Using the tools and strategies for best practice instruction, you will be asked to reflect on classroom applications and include images.
 - ii. **Post/Publish.** Document your completion of **each Thing** by inserting screen shots and reflections (**minimum of 150 words**) into your blog for **each Thing**. (Example: Blog Page for Things 1-7 will include minimum of 7 Posts about the hands-on activities for Things 1, 2, 3, 4, 5, 6, 7).
- d. **Moderate/Make Comments.**
 - i. Post comments on your fellow classmates’ blogs on a regular basis.
 - ii. Moderate your own comments using this blog feature.
 - iii. Classmate blog addresses are located in Blackboard or Moodle.
- e. **Enter Status in Moodle course site to indicate it is ready for grading.**
 - i. When you wish your instructor to review your Page, post in the Assignments portion of Moodle. Your instructor will review your online portfolio and post a grade in Moodle.

2) Teacher Tech Skills Page

- a. For posting information, follow the same format as #1 above.

3) Supporting All Learners Page

- a. For posting information, follow the same format as #1 above.

To Do:

- Create an account on the following educational blog site:
 - **Wordpress** <http://wordpress.com> (This is the same as Edublogs)
- Create “Pages” for each of the strands in which you are participating
- Create “Categories” for “Building Your PLN,” “Teacher Tech Skills,” and “Supporting All Learners.”
 - Optional: you may want to consider other categories to further organize your blog (e.g. CITW, or Technology, or Reading, or Collaboration, etc.)
 - Create “tags” for referencing CITW Connections (e.g. setting, collaborating, reinforcing)
- For each “thing,” complete the hands-on activity found at the web site.
- Using the tools and strategies for best practice instruction, you will be asked to reflect on classroom applications
- Document your completion things in the strand by inserting screen shots and reflections into the blog posts as you go.

Capstone Activities – Required for Full Course Completion

Select **two** of the following to demonstrate your mastery of the 21things resources and your understanding of the best practice instruction. Your Capstone should include technology integration, curriculum connections, and innovative lesson planning that demonstrates the skills and knowledge gained throughout the 21things4teachers course. Grading will be based on content, effort, meeting objectives of the assignment, rigor, and relevance.

- 1) Create a digital artifact that demonstrates how technology resources learned in the 21things can support best practice.
- 2) Create a comprehensive lesson plan that integrates multiple tools to demonstrate best practice. (See Lesson Planning Template).
- 3) Create an informational video that explores the relationship between digital resources and best practice.
- 4) Create a promotional video for the 21things4teachers.
- 5) Other: submit a plan for another acceptable activity that demonstrates your proficiency in integrating best practice and technology. NOTE: It must be approved by instructor.
- 6) Instructor Choice: your instructor may select another activity for your course.

Time Guide: 4-8 hours each

Capstone Activity: Lesson Plan Template

Note: This lesson plan template is one of the options for the Capstone Project.

The image displays a collage of documents related to the lesson plan template. On the left is the main '21 Things 4 Teachers Lesson Plan Template' form, which includes fields for Creator Name, School/District, Lesson Title, Grade Level, Learning Objectives, Lesson Overview, Time Frame, Teacher Resources, Student Resources, Teacher Preparation, and Teacher Directions. In the center is a page titled 'Using the Framework for Instructional Planning' with sections for 'Creating the Environment for Learning (Red Zone)', 'Developing Understanding/Change', and 'Extending and Applying Knowledge (Blue Zone)'. On the right is a blue callout box with white text: 'Use the lesson plan template to ensure your technology integration plans align to best practice.' Below the callout box is another page titled 'Standards and Technology Integration' with sections for 'Identifying Standards and Differences', 'Standards and Teaching Approaches', 'Assessment/ rubric', 'Standards: Curriculum Standards and Technology Integration', 'National/State/Local Technology Standards', and 'Core Content National Standards or Michigan State Standards in applicable'. The bottom right corner of the collage features the 'Creative Commons' logo.

Credit Offerings and Evaluation

Graduate Credit through Siena Heights University

Graduate credit participants may take this class for 1, 2, or 3 credits. Participants will be required to submit learning outcomes reflection paper for completion of the final two hours of the course in addition to all other requirements.

Evaluation and Grading

Evaluation will be based on meeting the completion of portfolio, reflection, time log, virtual session, and any required project items as determined by the credit option selected. Grade will be **Credit/Non-Credit** only. It is the responsibility of the graduate student to confirm with any other institutions involved regarding their requirement for transfer of credits from Siena Heights University to see if hours from “Credit only” courses can be used for other degree or certification programs.

Evaluation Criteria

All evaluations will be based on the ISTE•T

International Society for Technology in Education – Teacher Standards

ISTE•T I Facilitate and inspire student learning and creativity

ISTE•T II Design and develop digital age learning experiences and assessments

ISTE•T III Model digital age work and learning

ISTE•T IV Promote and model digital citizenship and responsibility

ISTE•T V Engage in professional growth and leadership

In determining “proficiency” for each Thing, the following are presented to determine performance.

| Item/Source | Score | Score | Score | Score | Score |
|---------------------------------------|--------------------------------------|---|--|---|--|
| Rubric Description | Not familiar with tool, No knowledge | Beginning Awareness, Know what it is/haven’t used it, Limited knowledge | Awareness, Somewhat experienced and worked with it a few times, Somewhat knowledgeable | Active Awareness, Experienced and proficient user, Very knowledgeable | Flexible Awareness, the integration of multiple tools at a high level of functionality |
| NETS-T Performance Proficiency | ----- | Beginning | Developing | Proficient | Transformative |

State Continuing Education Clock Hours (SCECHs) Through MDE

Participants seeking SCECHs must complete ALL required coursework on the time log equivalent to the number of SCECHs hours they are seeking.

Required Time Log for Verification of Work Completed

All participants are required to attend the first face-to-face session of the term, the face-to-face learning community session, and the final wrap-up session. Participation is also expected in the virtual learning sessions either with live session attendance or by viewing the pre-recorded session later. To receive full credit being sought, attendance for the appropriate number of hours needed for the credit requirements must be reflected on the time log and verified by the participant’s signature on the documentation.

Lenawee 21 Things for the 21st Century Educator

Required Course Components for **Full-Course Option** – Complete/Submit Pages 1-5

88 Professional Development Hours/SCECHs or

3 Graduate Credits through Siena Heights University (90 hour equivalent with outcomes reflection paper)

Course Description: Integrating technology into best practice instruction is a vital component of the *21things for the 21st Century Educator* (21Things4Teachers) site. Using the Mid-Continent Research for Education and Learning's (McREL) "*Using Technology with Classroom Instruction that Works*" (CITW) framework, the 21things helps educators make connections between technology tools and best practice instructional strategies. The 21 modules are divided among three learning strands: Building Your PLN (Professional Learning Network), Teacher Tech Skills, and Supporting All Learners. **Three Learning Strands** - Each 21Things strand is a blend of required face-to-face learning community meetings, virtual sessions through online meeting tools, and online course material to help the teacher build a digital portfolio to showcase learning and implementation.

| | | |
|---|-------------------|--------------|
| For full course credit please complete and submit time logs on pages 11-15. If completing only one strand for credit, use/submit alternative pages for log and course completion verification: Orientation Session: submit page 22; Option A: Building Your PLN: submit pp. 16-17; Option B. Teacher Tech Skills: submit pp.18-19; Option C: Supporting All Learners: submit pp. 20-21 | Time Guide (min.) | Logged Hours |
| Course Orientation: One-time Required Face-to-Face (F2F) Meeting (check session attended) <input type="checkbox"/> Thursday, September 11, 4:30-7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 2014, 8:30-11:45 AM <i>Attendance will be verified by sign-in sheet for face-to-face sessions.</i> | 3 | |
| A: BUILDING YOUR PLN - September 11 – December 5, 2014 (including learning community & wrap-up sessions – see time log for strand on page 2) | 27 | |
| B. TEACHER TECH SKILLS - December 11, 2014 – March 5, 2015 2014 (including learning community & wrap-up sessions – see time log for strand on page 3) | 27 | |
| C: SUPPORTING ALL LEARNERS - March 12 – June 5, 2015 2014 (including learning community & wrap-up sessions – see time log for strand on page 4) | 27 | |
| Capstone Activity: Must show evidence of work completed with submission of <u>two</u> selected Capstone Projects making connections to the " <i>Using Technology with Classroom Instruction that Works</i> " framework | 4 | |
| Total Hours for Full Course Completion of 21Things4Teachers (F2F orientation, learning community/wrap-up meetings, Capstone, & 81 hours for all 3 strands below – online course content plus virtual learning sessions online) | 88 | |
| Optional Graduate Credit - Outcomes Reflection Paper (Siena Heights University) | 2 | |
| Total for Graduate Credit Candidates including required outcomes reflection paper | 90 | |

| Required Meeting Dates | A. Building Your PLN | B. Teacher Tech Skills | C. Supporting All Learners |
|---|---|---|---|
| Required 3 hour F2F Orientation | Thursday, September 11, 4:30 – 7:45 PM <u>or</u> Saturday, September 13, 8:30-11:45 AM | Thursday, December 11, 4:30-7:45 PM <u>or</u> Saturday, December 13, 8:30-11:45 AM | Thursday, March 12, 4:30-7:45 PM <u>or</u> Saturday, March 14, 8:30-11:45 AM |
| Virtual Meetings (Adobe Connect Online) 4:30 – 5:30 PM Agenda: Review of "Thing" content & web tools that support learning; View video or tutorial, Application of NETs for Teachers using Web Tool(s), Complete Assignment & Portfolio reflection | Sept. 18-Basics/Things 1, 2 & 4 Oct. 16 – Things 5 & 13 Nov. 13 – Things 15 & 21 | Dec. 18 – Things 6, 7 & 3 Jan. 22 – Things 9 & 17 Feb. 12 – Things 18 & 19 | Mar. 19 – Things 10 & 16 Apr. 23 – Things 11, 12 & 14 May 14 – Things 8 & 20 |
| Learning Community F2F Mtg 4:30-6:00 PM Agenda: Q & A, Sharing, & Celebration of New Learning | Oct. 2 – Building Your PLN Things 1, 2, 4, 5, 13, 15 & 21 | Jan. 8 – Teacher Tech Skills Things 6, 7, 3, 9, 17, 18, & 19 | April 9 - Supporting All Learners - Things 10, 16, 11, 12, 17, 8 & 20 |
| Wrap-Up F2F Mtg 4:30-6:00 PM | Dec. 4 | Mar. 4 | June 4 |

Participant's Name: _____ Email Used in SCR for SCECHs: _____

Three Learning Strands for Lenawee 21 Things for the 21st Century Educator
(27 hours each, to be added on page 1 to Course Orientation and Capstone Activities for full course credit of 88 hours)

21Things Strand A: Building Your PLN (within full course)

| Thing # | 21 Things Strand A: Building Your PLN September 11 – December 5, 2014 <i>Description:</i> In 21Things Lenawee Option A: Building Your PLN, content is focused on classroom use of social networking and cloud-based tools to build the professional learning network (pln), engage learners and support instruction. Participants learn online and attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. | <i>Expected Coursework Time Guide (Min.)</i> | <i>Logged Hours for Building Your PLN</i> |
|---|--|--|---|
| 1 | Basics | 3 | |
| 2 | Face of Your Classroom | 3 | |
| 4 | Cloud Initiation | 3 | |
| 5 | Collaboration Tools | 3 | |
| 13 | Digital Images | 3 | |
| 15 | Professional Learning Networks | 3 | |
| 21 | Emerging Technologies | 3 | |
| | • Virtual Meeting 1: September 18 4:30 – 5:30 | 1 | |
| | • Virtual Meeting 2: October 16 4:30 – 5:30 | 1 | |
| | • Virtual Meeting 3: November 13 4:30 – 5:30 | 1 | |
| | Learning Community – must attend scheduled face-to-face learning community meeting (90-minute session October 2 4:30 – 6:00 PM) | 1.5 | |
| | Strand Wrap-Up: Required Face-to-Face Meeting – must attend final strand wrap-up meeting for sharing of artifacts & portfolios (90-minute session) December 4 4:30 – 6:00 PM | 1.5 | |
| Total Online + Virtual Sessions for Building Your PLN: | | 27 | |

Participant's Name: _____

21 Things Strand B: Teacher Tech Skills (within full course)

| Thing # | 21Things Strand B. Teacher Tech Skills December 11, 2014 – March 5, 2015 <i>Description:</i> In 21Things4Teachers participants learn online, attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. 21Things Option B Learning Strand, Teacher Tech Skills, includes course modules to develop teacher use of classroom technologies for productivity, communication, and delivery of instruction. | <i>Expected Coursework Time Guide (Min.)</i> | <i>Logged Hours for Teacher Tech Skills</i> |
|--|---|--|---|
| 6 | Communication Tools | 3 | |
| 7 | Productivity Tools | 3 | |
| 3 | Visual Learning | 3 | |
| 9 | Copyright and Creative Commons | 3 | |
| 17 | Evaluation and Assessment | 3 | |
| 18 | Dig the Data | 3 | |
| 19 | Digital Storytelling – Online Video & Audio Resources | 3 | |
| | Virtual Meeting 1: December 18 4:30 – 5:30 | 1 | |
| | Virtual Meeting 2: January 22 4:30 – 5:30 | 1 | |
| | Virtual Meeting 3: February 12 4:30 – 5:30 | 1 | |
| | Learning Community – must attend scheduled face-to-face learning community meeting (90-minute session) January 8, 2015, 4:30 – 6:00 | 1.5 | |
| | Strand Wrap-Up: Required Face-to-Face Meeting – must attend final strand wrap-up meeting for sharing of artifacts & portfolios (90-minute session) – March 4, 2015, 4:30 – 6:00 | 1.5 | |
| Total Online + Virtual Sessions Teacher Tech Skills | | 27 | |

Participant’s Name: _____

21 Things Strand C: Supporting All Learners (within full course)

| Thing # | 21 Things Strand C: Supporting All Learners March 12 – June 5, 2015 <i>Description:</i> In <i>21Things4Teachers</i> participants learn online, attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. In the learning strand <i>Supporting All Learners</i> , content includes instructional modules on how to differentiate instructions to meet the needs of different learners and on how to help students learn in a blended or virtual classroom. | Coursework Time Guide (Min.) | Logged Hours for Supporting All Learners |
|--|---|------------------------------|--|
| 10 | Search Strategies | 3 | |
| 16 | Differentiated Instruction & UDL | 3 | |
| 11 | Content Area Tools | 3 | |
| 12 | Interactives | 3 | |
| 14 | Powerful Presentations | 3 | |
| 8 | Digital Citizenship | 3 | |
| 20 | Creating a Virtual Classroom | 3 | |
| | Virtual Meeting 1: March 19 4:30 – 5:30 | 1 | |
| | Virtual Meeting 2: April 23 4:30 – 5:30 | 1 | |
| | Virtual Meeting 3: May 14 4:30 – 5:30 | 1 | |
| | Learning Community – must attend scheduled face-to-face learning community meeting (90-minute session) April 9, 2015, 4:30 – 6:00 | 1.5 | |
| | Strand Wrap-Up: Required Face-to-Face Meeting – must attend final strand wrap-up meeting for sharing of artifacts & portfolios (90-minute session) – June 4, 2015, 4:30 – 6:00 | 1.5 | |
| Total Online + Virtual Sessions Supporting All Learners | | 27 | |

Participant's Name: _____

21 Things for the 21st Century Educator: Lenawee Options (3 Learning Strands)

Submission Instructions for Verification of Attendance/Credit for Full Course

Important: For participants to earn SCECHs, they must complete and log the minimum required hours for the entire program as required by the Michigan Department of Education (MDE). This means attending all sessions according to the approved schedule, including arriving on time and remaining for the duration of each session. The MDE and MISD review all programs and monitor attendance. Failure to comply with program requirements, including attendance and completion of this required portfolio will result in disallowance of SCECH credit. In order to be granted credit, these required elements are to be completed:

- Complete requirements for online portfolio/blog and submit.
- Complete and Sign Work Log/Time Log with actual logged hours to meet or exceed minimum required hours. This log includes mandatory attendance at the face-to-face orientation session, active participation in the virtual learning sessions, and attendance as required at face-to-face learning community meetings and wrap-up sessions.
- Upon completion of the course, send required materials for appropriate credit listed below to:

**Char Forsyth, Lenawee Intermediate School District, Professional Development Center
4107 N. Adrian Highway, Adrian, MI 49221**

For questions on SCECHs contact Char.Forsyth@lisd.us or call 517-265-1617.

- Indicate preference: I am taking this course for (select one):
 - Professional Development Hours** (Submit time log and portfolio release to LISD.)
 - SCECHs – Full Course** **88 SCECHs (full course completed – all 3 options with Orientation & Capstone Project)** *Submit this certification page with pages 1 and 2 of the time log completed to reflect 88 hours.*
 - Graduate Credits Siena Heights University** (Submit course registration materials from packet given out at face-to-face meeting, check payable to Siena Heights University, and completed reflection paper with time log and portfolio release.) **90 SCECHs (full course completed with graduate credit requirements)**

| | | |
|---|---|---|
| <input type="checkbox"/> 21Things Option A: BUILDING YOUR PLN (27 SCECHs) September 11 – December 5, 2014 | <input type="checkbox"/> 21Things Option B: TEACHER TECH SKILLS (27 SCECHs) December 11, 2014 – March 5, 2015 | <input type="checkbox"/> 21Things Option C: SUPPORTING ALL LEARNERS (27 SCECHs) March 12 – June 5, 2015 |
| F2F Orientation Meeting A (3 SCECHs): <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM | F2F Orientation Meeting B (3 SCECHs): <input type="checkbox"/> Thursday, December 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, December 13, 2014, 8:30-11:45 AM | F2F Orientation Meeting C (3 SCECHs): <input type="checkbox"/> Thursday, March 12, 4:30-7:45 PM <u>or</u> <input type="checkbox"/> Saturday, March 14, 2015, 8:30-11:45 AM |

All documents must be received by June 5, 2015. Remember to make a copy of your documents for your own records.

Original forms with signatures must be mailed in. Only the portfolio/blog may be submitted digitally.

Name (please print) _____

School/District _____

Address/City/Zip _____

This is to certify that this work log and the 21Things4Teachers blog/portfolio are an accurate reflection of my time on the project.

Signature _____ PIC # _____ Date _____

Email for SCR (please print legibly): _____

I understand that any deviation from this criterion will result in my loss of SCECH credit.
SCECH Program #: Will be given out upon course completion
Program Title: 21Things for the 21st Century Educator: Lenawee Options
Beginning Date: Thursday, September 11, 2014/Ending Date: Friday, June 5, 2015

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)
Lenawee 21Things Option A: BUILDING YOUR PLN (27-30 SCECHs)
September 11 – December 5, 2014

Course Description: In *21Things Lenawee Option A: Building Your PLN*, content is focused on classroom use of social networking and cloud-based tools to build the professional learning network (pln), engage learners and support instruction. Participants learn online and attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. **Pre-Requisite: Must have attended one of the face-to-face Course Orientation sessions prior to beginning Options A, B, C, or the full course.**

F2F Orientation Meeting A (3 SCECHs):

- Thursday, September 11, 4:30 – 7:45 PM or
 Saturday, September 13, 2014, 8:30 – 11:45 AM

Option A Time Log (27 hours)

| | | |
|---|---|----------------------------------|
| Name: _____ Email for SCR: _____ | | |
| Lenawee 21Things Option A: BUILDING YOUR PLN - separate learning strand of full course Lenawee Options: 21 Things for the 21st Century Educator (must attend strand Orientation, one Learning Community meeting for that strand plus Wrap-up, and all virtual sessions) | Coursework Time Guide (Min.) | Logged Hours for Option A |
| Course Orientation/Basics: Required one-time Face-to-Face Meeting – must attend one of the orientation options on-site prior to beginning any of the course sessions offered (3 hours) Required: F2F Orientation Meeting A: <input type="checkbox"/> Thursday, September 11, 4:30-7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 8:30-11:45 AM | 3 | |
| Thing # | Online Learning Topics | |
| 1 | Basics | 3 |
| 2 | Face of Your Classroom | 3 |
| 4 | Cloud Initiation | 3 |
| 5 | Collaboration Tools | 3 |
| 13 | Digital Images | 3 |
| 15 | Professional Learning Networks | 3 |
| 21 | Emerging Technologies | 3 |
| Virtual Meetings (Adobe Connect Online) 4:30 – 5:30 PM Review of “Thing” content & web tools that support learning; View video or tutorial, Application of NETs for Teachers using Web Tool(s), Complete Assignment & Portfolio reflection | | |
| | • Adobe Connect Online Sept. 18-Basics/Things 1, 2 & 4 | 1 |
| | • Adobe Connect Online Oct. 16 – Things 5 & 13 | 1 |
| | • Adobe Connect Online Nov. 13 – Things 15 & 21 | 1 |
| Learning Community F2F Meeting - Required 4:30-6:00 PM Agenda: Q & A, Sharing, & Celebration of New Learning • <i>October 2 – Building Your PLN Things 1, 2, 4, 5, 13, 15 & 21</i> | | |
| | | 1.5 |
| Wrap-Up F2F Meeting - Required • December 4 - 4:30-6:00 PM - Dec. 4 | | |
| | | 1.5 |
| Total F2F, Online + Virtual Sessions for Lenawee 21Things Option A:Building Your PLN: | | 30 |

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)

Lenawee 21Things Option A: BUILDING YOUR PLN

September 11 – December 5, 2014

Submission Instructions for Verification of Attendance/Credit

Important: For participants to earn SCECHs, they must complete and log the minimum required hours for the entire program as required by the Michigan Department of Education (MDE). This means attending all sessions according to the approved schedule, including arriving on time and remaining for the duration of each session. The MDE and MISD review all programs and monitor attendance. Failure to comply with program requirements, including attendance and completion of this required portfolio will result in disallowance of SCECH credit. In order to be granted credit, these required elements are to be completed:

- Complete requirements for online portfolio/blog and submit.
- Complete and Sign Work Log/Time Log with actual logged hours to meet or exceed minimum required hours. This log includes mandatory attendance at the face-to-face orientation session, active participation in the virtual learning sessions, and attendance as required at face-to-face learning community meetings and wrap-up sessions.
- Upon completion of the course, send required materials for appropriate credit listed below to:
Char Forsyth, Lenawee Intermediate School District, Professional Development Center
4107 N. Adrian Highway, Adrian, MI 49221
For questions on SCECHs contact Char.Forsyth@lisd.us or call 517-265-1617.
- Indicate preference: I am taking this course for (select one):
 - Professional Development Hours** (Submit time log and portfolio release to LISD.)
 - SCECHs – Options Only** (Submit time log and portfolio release to LISD. Please enter the email address you use to enter the Secure Central Registry for SCECH credits.)

Check boxes to indicate sessions attended and submit this page with time log.

| |
|---|
| <input type="checkbox"/> 21Things Option A: BUILDING YOUR PLN September 11 – December 5, 2014 |
| F2F Orientation Meeting A (3 SCECHs): |
| <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM <u>or</u> |
| <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM |

All documents must be received by December 5, 2014. Remember to make a copy of your documents for your own records.

Original forms with signatures must be mailed in. Only the portfolio/blog may be submitted digitally.

Name (please print) _____

School/District _____

Address/City/Zip _____

This is to certify that this work log and the 21Things4Teachers blog/portfolio are an accurate reflection of my time on the project.

Signature _____ PIC # _____ Date _____

Email for SCR (please print legibly): _____

I understand that any deviation from this criterion will result in my loss of SCECH credit.

SCECH Program #: Will be given out upon course completion

Program Title: Lenawee 21 Things Option B: Teacher Tech Skills

Beginning Date: Thursday, September 11, 2014/Ending Date: December 5, 2014

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)
Lenawee 21Things Option B: TEACHER TECH SKILLS
December 11, 2014 – March 4, 2015

Course Description: In 21Things4Teachers participants learn online, attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. Lenawee 21Things Option B: Teacher Tech Skills, includes course modules to develop teacher use of classroom technologies for productivity, communication, and delivery of instruction. . **Pre-Requisite: Must have attended one of the face-to-face Course Orientation sessions prior to beginning Options A, B, C, or the full course.**

| | |
|---|---|
| F2F Orientation Meeting A (3 SCECHs): <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM or <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM | F2F Orientation Meeting B (3 SCECHs): <input type="checkbox"/> Thursday, December 11, 4:30 – 7:45 PM or <input type="checkbox"/> Saturday, December 13, 2014, 8:30-11:45 AM |
|---|---|

Option B Time Log (27 hours)

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|--|---|-------------------------------------|----------------------------------|
| Name: _____ Email for SCR: _____ | | | |
| Lenawee 21Things Option B: TEACHER TECH SKILLS - separate learning strand of full course Lenawee Options: 21 Things for the 21st Century Educator (must attend strand Orientation, one Learning Community meeting for that strand plus Wrap-up, and all virtual sessions) | | Coursework Time Guide (Min.) | Logged Hours for Option B |
| Thing # | Online Learning Topics | | |
| 6 | Communication Tools | 3 | |
| 7 | Productivity Tools | 3 | |
| 3 | Visual Learning | 3 | |
| 9 | Copyright and Creative Commons | 3 | |
| 17 | Evaluation and Assessment | 3 | |
| 18 | Dig the Data | 3 | |
| 19 | Digital Storytelling – Online Video & Audio Resources | 3 | |
| Virtual Meetings (Adobe Connect Online) 4:30 – 5:30 PM Review of “Thing” content & web tools that support learning; View video or tutorial, Application of NETs for Teachers using Web Tool(s), Complete Assignment & Portfolio reflection | | | |
| • Adobe Connect Online Dec. 18 – Things 6, 7 & 3 | | 1 | |
| • Adobe Connect Online Jan. 22 – Things 9 & 17 | | 1 | |
| • Adobe Connect Online Feb. 12 – Things 18 & 19 | | 1 | |
| Learning Community F2F Meeting - Required Agenda: Q & A, Sharing, & Celebration of New Learning • <i>Jan. 8 – Teacher Tech Skills Things 6, 7, 3, 9, 17, 18, & 19 - 4:30-6:00 PM</i> | | 1.5 | |
| Wrap-Up F2F Meeting - Required • <i>Mar. 4 - 4:30-6:00 PM</i> | | 1.5 | |
| Total F2F, Online + Virtual Sessions for Lenawee 21Things B: Teacher Tech Skills | | 30 | |

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)

Lenawee 21Things Option B: Teacher Tech Skills

December 11 – March 5, 2015

Submission Instructions for Verification of Attendance/Credit

Important: For participants to earn SCECHs, they must complete and log the minimum required hours for the entire program as required by the Michigan Department of Education (MDE). This means attending all sessions according to the approved schedule, including arriving on time and remaining for the duration of each session. The MDE and MISD review all programs and monitor attendance. Failure to comply with program requirements, including attendance and completion of this required portfolio will result in disallowance of SCECH credit. In order to be granted credit, these required elements are to be completed:

- Complete requirements for online portfolio/blog and submit.
- Complete and Sign Work Log/Time Log with actual logged hours to meet or exceed minimum required hours. This log includes mandatory attendance at the face-to-face orientation session, active participation in the virtual learning sessions, and attendance as required at face-to-face learning community meetings and wrap-up sessions.
- Upon completion of the course, send required materials for appropriate credit listed below to:

**Char Forsyth, Lenawee Intermediate School District, Professional Development Center
4107 N. Adrian Highway, Adrian, MI 49221**

For questions on SCECHs contact Char.Forsyth@lisd.us or call 517-265-1617.

- Indicate preference: I am taking this course for (select one):
 - Professional Development Hours** (Submit time log and portfolio release to LISD.)
 - SCECHs – Options Only** (Submit time log and portfolio release to LISD. Please enter the email address you use to enter the Secure Central Registry for SCECH credits.
 - 30 SCECHs (first option strand completed with orientation)
 - 27 SCECHs (second strand completed – previously attended orientation for 3 hours)

Submit this certification page the time log completed to reflect 30 hours, or 27 hours if you previously completed 21Things orientation.

Check boxes to indicate sessions attended and submit this page with time log.

| | |
|---|---|
| <input type="checkbox"/> 21Things Option A: BUILDING YOUR PLN September 11 – December 5, 2014 | <input type="checkbox"/> 21Things Option B: TEACHER TECH SKILLS December 11, 2014 – March 5, 2015 |
| F2F Orientation Meeting A (3 SCECHs): <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM | F2F Orientation Meeting B (3 SCECHs): <input type="checkbox"/> Thursday, December 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, December 13, 2014, 8:30-11:45 AM |

All documents must be received by March 5, 2015. Remember to make a copy of your documents for your own records.

Original forms with signatures must be mailed in. Only the portfolio/blog may be submitted digitally.

Name (please print) _____ School/District _____

Address/City/Zip _____

This is to certify that this work log and the 21Things4Teachers blog/portfolio are an accurate reflection of my time on the project.

Signature _____ PIC # _____ Date _____

Email for SCR (please print legibly): _____

I understand that any deviation from this criterion will result in my loss of SCECH credit.

SCECH Program #: Will be given out upon course completion

Program Title: Lenawee 21Things Option A: Building Your PLN

Beginning Date: Wednesday, December 11, 2014/Ending Date: March 5, 2015

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)

Lenawee 21Things Option C: SUPPORTING ALL LEARNERS

March 12 – June 5, 2015

Course Description: In 21Things4Teachers participants learn online, attend virtual sessions and face-to-face learning community meetings supporting creation of a digital portfolio showcasing professional learning. Lenawee 21Things Option C: Supporting All Learners, includes course modules to develop teacher use of classroom technologies for productivity, communication, and delivery of instruction. . **Pre-Requisite: Must have attended one of the face-to-face Course Orientation sessions prior to beginning Options A, B, C, or the full course.**

| | | |
|---|---|---|
| <input type="checkbox"/> 21Things Option A: BUILDING YOUR PLN September 11 – December 5, 2014 | <input type="checkbox"/> 21Things Option B: TEACHER TECH SKILLS December 11, 2014 – March 5, 2015 | <input type="checkbox"/> 21Things Option C: SUPPORTING ALL LEARNERS March 12 – June 5, 2015 |
| F2F Orientation Meeting A (3 SCECHs): <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM | F2F Orientation Meeting B (3 SCECHs): <input type="checkbox"/> Thursday, December 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, December 13, 2014, 8:30-11:45 AM | F2F Orientation Meeting C (3 SCECHs): <input type="checkbox"/> Thursday, March 12, 4:30-7:45 PM <u>or</u> <input type="checkbox"/> Saturday, March 14, 2015, 8:30-11:45 AM |

Option C: Time Log (27 hours)

| | | | |
|--|----------------------------------|-------------------------------------|----------------------------------|
| Name: _____ Email for SCR: _____ | | | |
| Lenawee 21Things Option C: SUPPORTING ALL LEARNERS - separate learning strand of full course Lenawee Options: <i>21 Things for the 21st Century Educator</i> (must attend strand Orientation, one Learning Community meeting for that strand plus Wrap-up, and all virtual sessions) | | Coursework Time Guide (Min.) | Logged Hours for Option C |
| Thing # | Online Learning Topics | | |
| 10 | Search Strategies | 3 | |
| 16 | Differentiated Instruction & UDL | 3 | |
| 11 | Content Area Tools | 3 | |
| 12 | Interactives | 3 | |
| 14 | Powerful Presentations | 3 | |
| 8 | Digital Citizenship | 3 | |
| 20 | Creating a Virtual Classroom | 3 | |
| Virtual Meetings (Adobe Connect Online) 4:30 – 5:30 PM Review of “Thing” content & web tools that support learning; View video or tutorial, Application of NETs for Teachers using Web Tool(s), Complete Assignment & Portfolio reflection | | | |
| 1. <i>Adobe Connect Online Mar. 19 – Things 10 & 16</i> | | 1 | |
| 2. <i>Adobe Connect Online Apr. 23 – Things 11, 12 & 14</i> | | 1 | |
| 3. <i>Adobe Connect Online May 14 – Things 8 & 20</i> | | 1 | |
| Learning Community F2F Meeting - Required Agenda: Q & A, Sharing, & Celebration of New Learning • <i>April 9 - Supporting All Learners - Things 10, 16, 11, 12, 17, 8 & 20</i> | | 1.5 | |
| Wrap-Up F2F Meeting - Required • <i>June 4 – 4:30 – 6:00</i> | | 1.5 | |
| Total F2F, Online + Virtual Sessions for Lenawee 21Things C: Supporting All Learners | | 30 | |

Lenawee 21 Things for the 21st Century Educator (3 Learning Strands)

Lenawee 21Things Option C: Supporting All Learners

March 12 – June 5, 2015

Submission Instructions for Verification of Attendance/Credit

Important: For participants to earn SCECHs, they must complete and log the minimum required hours for the entire program as required by the Michigan Department of Education (MDE). This means attending all sessions according to the approved schedule, including arriving on time and remaining for the duration of each session. The MDE and MISD review all programs and monitor attendance. Failure to comply with program requirements, including attendance and completion of this required portfolio will result in disallowance of SCECH credit. In order to be granted credit, these required elements are to be completed:

- Complete requirements for online portfolio/blog and submit.
- Complete and Sign Work Log/Time Log with actual logged hours to meet or exceed minimum required hours. This log includes mandatory attendance at the face-to-face orientation session, active participation in the virtual learning sessions, and attendance as required at face-to-face learning community meetings and wrap-up sessions.
- Upon completion of the course, send required materials for appropriate credit listed below to:

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- Indicate preference: I am taking this course for (select one):
 - Professional Development Hours** (Submit time log and portfolio release to LISD.)
 - SCECHs – Options Only** (Submit time log and portfolio release to LISD. Please enter the email address you use to enter the Secure Central Registry for SCECH credits.
 - 30 SCECHs (first option strand completed with orientation)
 - 27 SCECHs (second strand completed – previously attended orientation for 3 hours)

Submit this certification page the time log completed to reflect 30 hours, or 27 hours if you previously completed 21Things orientation.

Check boxes to indicate sessions attended and submit this page with time log.

| | | |
|---|---|---|
| <input type="checkbox"/> 21Things Option A: BUILDING YOUR PLN September 11 – December 5, 2014 | <input type="checkbox"/> 21Things Option B: TEACHER TECH SKILLS December 11, 2014 – March 5, 2015 | <input type="checkbox"/> 21Things Option C: SUPPORTING ALL LEARNERS March 12 – June 5, 2015 |
| F2F Orientation Meeting A (3 SCECHs): <input type="checkbox"/> Thursday, September 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, September 13, 2014, 8:30 – 11:45 AM | F2F Orientation Meeting B (3 SCECHs): <input type="checkbox"/> Thursday, December 11, 4:30 – 7:45 PM <u>or</u> <input type="checkbox"/> Saturday, December 13, 2014, 8:30-11:45 AM | F2F Orientation Meeting C (3 SCECHs): <input type="checkbox"/> Thursday, March 12, 4:30-7:45 PM <u>or</u> <input type="checkbox"/> Saturday, March 14, 2015, 8:30-11:45 AM |

All documents must be received by June 5, 2015. Remember to make a copy of your documents for your own records.

Original forms with signatures must be mailed in. Only the portfolio/blog may be submitted digitally.

Name (please print) _____ School/District _____

Address/City/Zip _____

This is to certify that this work log and the 21Things4Teachers blog/portfolio are an accurate reflection of my time on the project.

Signature _____ PIC # _____ Date _____

Email for SCR (please print legibly): _____

I understand that any deviation from this criterion will result in my loss of SCECH credit.

SCECH Program #: Will be given out upon course completion

Program Title: Lenawee 21Things Option A: Building Your PLN

Beginning Date: Thursday, March 12, 2015/Ending Date: June 5, 2015

Project Partners for 21things for the 21st Century Educator



**21 Things for the 21st Century Educator
Release for Use of Participant’s Work/Portfolio**

Dear Participant:

As part of “21 Things for the 21st Century Educator” we would like permission to publish portions of your portfolio online as an example of excellent work. Note that these pages include your name and district. We would also like permission to circulate your completed portfolio during face-to-face trainings to incoming participants. Signing this form officially documents that you will allow the use of your portfolio for instructional and demonstration purposes within the context of the "21Things for the 21st Century Educator” course. There is no monetary compensation for the use of your work.

I release the Clinton RESA, Macomb ISD, Shiawassee RESD, Ingham ISD, Lenawee ISD, and/or other partnering agency in providing the course and their Board of Education, the individual members, agents and employees and representatives from financial consideration, pertaining to these projects or images. I promise not to initiate a lawsuit in any court of the United States to compel, enjoin or enforce legal claims which I have waived by execution of this Agreement.

This release includes, but is not limited to, my waiver of all proceeds or advantages derived from the reproduction or publication of my work.

Print Name

District/School

Dated: _____

Signature

Please sign and submit with final course requirements by due date.