STRANDS AND STANDARDS
COMMUNITY & PUBLIC HEALTH

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CTE®

Course Description

This course focuses on studying, protecting, or improving the health of individuals and families. This includes health promotion, history, prevention, management and epidemiology of disease. This course will provide a foundation of understanding, skill development, and preparation for community and public health related careers.

Intended Grade Level	11-12
Units of Credit	0.5
Core Code	40.03.00.00.215
Concurrent Enrollment Core Code	40.03.00.13.215
Prerequisite	None
Skill Certification Test Number	NA
Test Weight	NA
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Health Science, Introduction
Endorsement 2	Nurse Assistant
Endorsement 3	Health Education

STRAND 1

Understand the role of community and public health in our environment.

Standard 1

Describe the history of community and public health.

Standard 2

Evaluate the relevance and impact of community and public health on our daily lives.

Standard 3

Compare and contrast the common features of community health and public health.

Standard 4

Identify the essential services and job opportunities within public health and the role they play in the community.

- Hospitals
- Mental health clinics
- Schools
- Corporate wellness
- Health departments
- Health insurance companies
- Government organizations
- Health related non-profit organizations

STRAND 2

Understand the Social Determinants of Health (SDoH) and their impact on the health of a community.

Standard 1

Identify conditions of concern to the health of the individual or community that have a major impact on people's health, well-being, and quality of life.

- Social Determinants of Health (SDoH).
- Healthcare accessibility and quality
  - Neighborhood and environment
  - Social and community context
  - Economic stability
  - Education access and quality
- Other impacts to Social Determinants of Health.
  - School health (childhood wellness)
  - Worksite wellness
  - Environmental determinants
  - Mental health issues
  - Substance Abuse

Standard 2

Identify and analyze public health and intervention strategies currently being used within local communities.

- Primary – preventative
  - **Strategies and actions designed to promote and protect the health of populations, prevent the onset of diseases and health conditions, and reduce the burden of illness. (ex. Seatbelts, sunscreen, hand washing, etc.)**
- Secondary – screenings
  - **Strategies and actions that focus on early detection and prompt intervention for individuals who have already developed risk factors or early signs of a health conditions. (ex. Blood pressure checks, laboratory tests, imaging studies, etc.)**
- Tertiary – management
  - **Interventions that focus on managing and improving the quality of life for individuals who are already diagnosed with a chronic or advanced health condition. (physical or occupational therapy, disease management, complication prevention, etc.)**

Standard 3

~~**Describe a comprehensive approach to public health practice to make informed decisions related to Social Determinants of Health and intervention strategies.**~~

Using empirical evidence, describe a practice for making decision related to Social Determinants of health and individual intervention strategies.

STRAND 3

~~**Understand how data influences community and public health and where to locate that data.**~~

Understand the influence of data on community and public health, where to locate that data, how to evaluate data validity, and the impact of data bias.

Standard 1

Identify industry recognized professional sources for data.

- Peer reviewed journals
- Key informant interviews
- Records data
  - IFIS
  - IBIS
- Government data
  - CDC
  - National Library of Medicine
  - National Institute of Health (NIH)

Standard 2

Explain data collection strategies used by community and public health professionals **and which strategies yield the most reliable data**.

- Observational data
- Interviews (in-person surveys)
- Key informant interviews (experts)

- Surveys/Questionnaires
- Documents and records
- Focus groups
- Medical data

Standard 3

Evaluate how data is ~~being~~ used to influence community and public health interventions**, including strategies to ensure that data is not being used to inappropriately affect the decisions and behavior of stakeholders and target populations, and/or populations at large**.

STRAND 4

Explore the careers related to community and public health.

Standard 1

Identify the common careers in community and public health.

- Community Health Worker (CHW)
- Wellness Coach
- Epidemiologist
- Community Health Educator
- Public Health Educator
- Program Directors
- Corporate Wellness Director
- Fitness Specialist

Standard 2

Identify settings for job opportunities in community and public health.

- Hospitals
- Mental health clinics
- Schools
- Corporations/Businesses
- Health departments
- Health insurance companies
- Government organizations
- Health related non-profit organizations

Standard 3

Analyze characteristics needed in community and public health.

- ~~**Workplace skills**~~
  - Interpersonal communication
  - Relationship building
  - Care coordinating
  - Community outreach
  - Culture and linguistic competency
  - Advocacy skills
  - Empathy

- **Compassion for others**
- Trustworthiness
- Persistence
- Resourcefulness
- **Professionalism**

- ~~**Discuss professionalism.**~~

Performance Skills

Select one of the following:

- Students will use a Social Determinant of Health (SDoH) to do the following:
  - Research topic using at least three different professional sources for data.
  - Locate and examine data related to the SDoH of choice.
    - Define and describe the SDoH chosen.
    - How influential is the SDoH in impacting health outcomes?
    - What interventions have been identified and implemented?
    - How successful were the interventions?
    - What jobs/careers would be related to the findings?
    - Based on information found, form a conclusion on potential improvements for future application.
  - Create a presentation of findings. Could include but not limited to:
    - PowerPoint presentation
    - Video
    - Written presentation
    - Posters
    - Brochures
- Create a project based on the guidelines contained for one of the following HOSA competitive events (HOSA.org - Competition and Guidelines):
  - Community Awareness
  - Health Education
  - Public Health

Workplace Skills

- Communication
- Problem Solving
- Teamwork
- Critical Thinking
- Dependability
- Accountability
- Legal Requirements/expectations

Skill Certificate Test Points by Strand – no test at this time

STRANDS AND STANDARDS
COMMERICAL PHOTOGRAPHY 2

Course Description

This course is designed for students who want to further enhance their photographic knowledge and abilities. It is an application of the skills learned in Digital Photography with an emphasis on professional jobs and assignments used in commercial photography. A portfolio of each student's work is expected at the end of the course.

CAMERA REQUIREMENT: Since there is an industry standard for this type of work, access to a DSLR camera is required for Commercial Photography course. Schools may provide necessary equipment to complete the course.

SOFTWARE REQUIREMENT: Adobe Photoshop or Photoshop Elements, Adobe Lightroom.

Intended Grade Level	10-12
Units of Credit	0.5-1.0
Core Code	40.13.00.00.015
Concurrent Enrollment Core Code	40.13.00.13.015
Prerequisite	Commercial Photography 1
Skill Certification Test Number	539
Test Weight	1.0
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Commercial Photography

STRAND 1: Capture

Students will capture photographic images by employing proper equipment, exposure, light modification, and optional accessories.

Standard 1: Exposure

Students will employ the basic functions of the mirrorless camera to create photographic works.

- Exposure Triangle
  - Aperture
  - Shutter Speed
  - ISO
- Types of cameras advantages/disadvantages
  - Mirrorless
  - Film
  - DSLR
  - Phone/Mobile
- Camera settings
  - White Balance
  - Image Quality (RAW, JPG)
  - Histograms

Standard 2: Lenses

Students will employ the basic functions of interchangeable camera lenses to create photographic works.

- Lens Comparison
  - Wide Angle (short focal lengths)
  - Normal/Standard (mid-range focal lengths)
  - Telephoto (longer focal lengths)
  - Macro Lenses
- Benefits and disadvantages of prime and zoom lenses.

Standard 3: Lighting

Students will construct, manage, and modify various lighting arrangements to achieve desired lighting effects in indoor and outdoor settings.

- White Balance
  - Color cast from various lighting
  - Auto White Balance setting vs. gray card
- Artificial/Natural Light
  - Sources of Light
  - Creative Uses
- Outdoor Photography
  - Light control/modification
  - Time of day
  - Color cast & shadows
- Indoor Photography
  - Light sources: window, artificial light, studio lighting
  - Light control/modification
  - Indoor color temperature/cast of various lighting

- Studio Lighting
  - Studio lighting setup (key light, fill light, hair/accent light, continuous light, strobe light)
  - RAFT Light control/modification (reflectors, diffusers, barn doors)
  - 4 Lighting Formations: Butterfly, Loop, Rembrandt, Split
  - Camera settings for studio lighting.

Standard 4: Visual Elements

Students will employ a variety of visual techniques to create visually engaging photographic works.

- Visual Organization
  - Wide, medium, tight formula on same subject
  - Dynamic Symmetry (grouping, head space, etc.)
  - Posing techniques (people, products)
  - Leave crop room (Portraits)
- Light/Shadow
  - Effects of lighting/shadow placement
- Black & White Photography
  - Visualizing B/W conversion of tonsil range
  - Adjustments for B/W vs. color
  - Contrast, value scales, zones

Standard 5: Explore Meaning and Context

Students will construct meaning, and identify context, in their photographic work. They will employ intentional practices to develop a personal photographic aesthetic.

- Generating Ideas (mood/vision board based on location, theme, client, and prompts, developing personal style ("Aesthetic"), personal interests, branding, relevance, resonance, etc.)
- Sequencing/Storytelling (W's: what, why, when, where, who, how?)
- Self-Reflection (analyze, evaluate, critique)

Performance Skills

- Demonstrate proper use of the exposure triangle and white balance when photographing.
- Take a photograph using the appropriate lens for the appropriate setting.
- Construct various lighting arrangements to achieve desired lighting effects in a studio setting.
- Manage natural lighting to achieve desired results outdoors.
- Choose and utilize the correct white balance for appropriate environments.
- Produce visually engaging photos using different elements.
- Plan and execute a photographic idea by gathering inspiration from other photographers.
- Analyze, evaluate, and critique own photographic work.

STRAND 2: Edit

Students will be able to use photo editing software to enhance images.

Standard 1: Photoshop

Students will employ editing tools in Photoshop to refine their photographic image(s)

- Adjustment Layers
  - Layer masks vs. Quick masks
  - Tonal (histogram, curves)
  - Color (color balance, black and white adjustment)
- Tools & Techniques
  - Compare healing brushes (spot vs. clone)
  - Crop tool (WxHxRES, positioning, spacing)
  - Image dimensions & size
  - Content aware
- Compositing and Layer Organization
  - Opacity
  - Blending modes (screen, multiply, etc.)
  - Order & Alignment

Standard 2: Lightroom

Students will employ Adobe Lightroom to refine photographic image(s)

- Import / Albums / Export
  - Culling
  - Organization
  - Export
- Develop / Edit Module
  - Exposure Adjustments
  - Color Adjustments
  - Cropping
  - Batch Editing
  - Healing
  - Masking
- Presets

Performance Skills

- Enhance images by using Photoshop tools and techniques.
- Enhance images by using Lightroom tools and techniques.

STRAND 3: Output

Students will be able to save/export their photographic work in the appropriate size, resolution, format and mode for digital and print platforms. Students will develop a system for storing, accessing, and archiving their images

Standard 1: Location Settings

Students will manage photographic files and their output qualities.

- To Print
  - Contact Sheet
  - 300 dpi
  - Format: TIFF, PDF, JPG, PSD
- Image Quality
  - Resolution, Compression

Performance Skills

- Output high quality photographic files.

STRAND 4: The Industry and Inspiration

Students will explore an introduction to a variety of career specific best practices in the photography industry and develop ideas in connection to other photographers and their work which inspire the student's own photographic interest. ~~and gain inspiration from other photographers to implement into their own projects.~~

Standard 1: Industry Knowledge

Students will develop industry knowledge to understand the best practices and inspiration in the business of photography.

- Explore careers in photography
- Ethics & Legal Expectations in Photography
  - Compare copyright, fair use, and public domain.
  - Photo editing/manipulation (advertising, photojournalism, etc.)
  - Model releases, licensing, contracts, forms.

Standard 2: Draw Inspiration from Historical Work

Students will develop ideas ~~in connection to~~ **by exploring photographic work of** other photographers and their contributions throughout history.

Performance Skills

- Submit original work for all projects.
- Demonstrate ethical practices when capturing, editing, and publishing photographic works.
- Review historical work to draw inspiration.

STRAND 5: Portfolio/Present

Students will construct both a digital and print portfolio to demonstrate their development in technical literacy and style as it pertains to photography. The portfolio will serve as an assessment of student understanding through hands-on, process-based learning of each concept listed.

Standard 1: Technical Portfolio

Students will construct a digital and/or print portfolio to demonstrate their development in technical literacy as it pertains to photography.

- Student Selected Projects/Work (book, Online portfolio, social media page, presentation)

Standard 2: Stylistic Portfolio

Students will construct a digital and/or print portfolio to demonstrate their understanding of professional photographic styles.

- Student-selected projects/work (book, online portfolio, social media page, presentation).

Standard 3: Present

- Students will present their photographic work to others through exhibitions or other events.

Performance Skills

- Create a digital and print photographic portfolio.
- Display high-quality photographic works through exhibitions or other events.

STRAND 6: Responsible Professionalism

Create skilled, career-ready, and responsible professionals.

Standard 1: Analyze the technical skills needed in Commercial Photography.

Technical Skills: Technical skills are fundamental to performing tasks, solving problems, and ensuring the quality, safety, and efficiency of work in skilled and technical jobs. They are a key component of professional competence in these fields.

- Computer & Technology Literacy
- Understand job specific skills
- Safety & Health
- Service Orientation
- Professional Development

Standard 2: Analyze the personal skills needed in Commercial Photography.

Personal Skills: Personal skills contribute to an individual's overall effectiveness and success in the workplace. Personal skills complement technical expertise, enhancing an individual's ability to work effectively, collaborate with others, and navigate the dynamic and challenging nature of skilled and technical jobs.

- Demonstrate reliability and integrity
- Demonstrate ethical behavior at all times
- Exhibit professionalism in your work
- Act Responsibility
- Show adaptability and flexibility
- Be self-motivated
- Identify and practice time management skills

Standard 3: Analyze the workplace skills needed in Commercial Photography.

Workplace Skills: Workplace skills are crucial for success in skilled and technical jobs. These skills complement technical and personal skills and are often considered the foundation for effective job performance. They contribute to overall professionalism, effective communication, collaborative teamwork, problem-solving, and adaptability in the dynamic and demanding work environments of technical fields.

- Effective communication
- Decision making capabilities
- Teamwork
- Planning, organizing, and the management of projects
- Leadership

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		

STRANDS AND STANDARDS
COMMERCIAL PHOTOGRAPHY 3

Course Description

This course is designed for students to develop their skills and knowledge towards a professional level of competency in commercial photography. Students will develop knowledge and skills in the following areas: technical camera work, composition, digital editing and manipulation, Adobe Photoshop, Adobe Lightroom, connecting with the community through real-world experiences, development of a professional portfolio, and workplace skills.

CAMERA REQUIREMENT: It is recommended that students have access to a Digital SLR camera. At a minimum, cameras must use removable memory cards and have adjustable mode settings.

SOFTWARE REQUIREMENT: Adobe Photoshop or Photoshop Elements, Adobe Lightroom.

Intended Grade Level	11-12
Units of Credit	0.5-1.0
Core Code	40.13.00.00.016
Concurrent Enrollment Core Code	40.13.00.13.016
Prerequisite	Commercial Photography 2
Skill Certification Test Number	N/A
Test Weight	N/A
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Commercial Photography

STRAND 1: Mentorship

Students will work with a mentor for 40 hours over the duration of the course (industry partner or education professional) to develop mastery in photographic workflow to produce and complete real-world projects.

Standard 1: Capture

Students will demonstrate mastery in capturing photographic images by employing proper equipment, exposure, light modification, and optional accessories.

- Camera
- Lenses
- Lighting
- Composition
- Exploring Meaning and Context

Standard 2: Edit

Students will demonstrate mastery in transferring and editing photographic images.

Standard 3: Output

Students will demonstrate mastery in the use of appropriate file resolution, size, formatting, and modes for output of their images to digital and/or print media outlets.

Performance Skills

- Demonstrate mastery and professionalism through the multi-step process of photographic workflow.
- Work closely with a mentor for 40 hours over the duration of the course to gain knowledge and industry experience in producing real-world projects.

STRAND 2: Connect

Students will continue to form connections to the photography industry.

Standard 1: Career Path

Students will develop high-level industry-specific skills through hands-on service-learning outside of classroom time, arranged by CTE and instructors from within the school or greater community.

Standard 2: Industry Knowledge

Students will understand best practices and next steps as a professional photographer through creating a business plan.

- Ethics and Best Practices
  - Model Releases, Licensing, Contracts, Forms, copyright protections and processes.
- Basic Organizational Structures
  - DBA, LLC, SCORP, W2, Freelancing, Contracted, Salaried, In-House

Standard 3: Marketing

Students will develop strategies for marketing their skills in the photography industry.

- Professional Preparation
  - Resume Development
  - Industry Trends & Outlooks
  - How to Break into the Industry
  - Take risks in entrepreneurial opportunities
- Branding and Self-Promotion (vision & mission)
  - Web Presence (Social Media Strategies and Content Creation)
  - Competitive edge/advantages

Standard 4: Customer Service

Students will demonstrate high quality customer service skills when completing real-world projects.

- Identify and solve a customer/client's needs to the customer/client's satisfaction
- Understand the client/customer
- Professional demeanor, attitude, and language.

Performance Skills

- Develop and execute a professional plan using best practices for a career in the photography industry.
- Complete a photographic project with quality customer service for a client or customer.

STRAND 3: Portfolio

Students will create polished portfolios and a professional plan to demonstrate their photography knowledge, skill, and experience to prepare in entering the commercial photography industry.

Standard 1: Cumulative Professional Portfolio

Students will develop, curate, and design polished digital and print portfolios to demonstrate their photographic knowledge, skill, and experience.

- Student-Driven cumulative portfolio (digital and print) representing their strongest commercial and fine art work.
- Finalized professional plan
  - Mock-up forms, releases, and contracts
  - Resume
  - Letter of Recommendation from mentor/internship
  - Branding Materials

Performance Skills

Based on school resources, students will work together with industry partners or a school mentor to complete the following objectives:

- Independently complete real-world photographic work with industry partners or school programs.
- Independently problem-solve real-world photographic scenarios with industry partners or school programs.

STRAND 4: Responsible Professionalism

Create skilled, career-ready, and responsible professionals.

Standard 1: Analyze the technical skills needed in Commercial Photography.

Technical Skills: Technical skills are fundamental to performing tasks, solving problems, and ensuring the quality, safety, and efficiency of work in skilled and technical jobs. They are a key component of professional competence in these fields.

- Computer & Technology Literacy
- Understand job specific skills
- Safety & Health
- Service Orientation
- Professional Development

Standard 2: Analyze the personal skills needed in Commercial Photography.

Personal Skills: Personal skills contribute to an individual's overall effectiveness and success in the workplace. Personal skills complement technical expertise, enhancing an individual's ability to work effectively, collaborate with others, and navigate the dynamic and challenging nature of skilled and technical jobs.

- Demonstrate reliability and integrity
- Demonstrate ethical behavior at all times
- Exhibit professionalism in your work
- Act Responsibility
- Show adaptability and flexibility
- Be self-motivated
- Identify and practice time management skills

Standard 3: Analyze the workplace skills needed in Commercial Photography.

Workplace Skills: Workplace skills are crucial for success in skilled and technical jobs. These skills complement technical and personal skills and are often considered the foundation for effective job performance. They contribute to overall professionalism, effective communication, collaborative teamwork, problem-solving, and adaptability in the dynamic and demanding work environments of technical fields.

- Effective communication
- Decision making capabilities
- Teamwork
- Planning, organizing, and the management of projects
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Skill Certification Test Points by Strand

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STRANDS AND STANDARDS

PRINCIPLES OF EDUCATIONAL INSTRUCTION

Course Description

This course examines the principles of effective instruction and prepares future educators to differentiate to meet the needs of all students using educational technology tools that support learning science and Universal Design of Learning (UDL). Students will explore ways technology can be used to enhance student learning in the classroom while protecting student data. Students will develop and design a course within a Learning Management System (LMS) that is accessible for all students and supports student learning outcomes.

Intended Grade Level	9-12
Units of Credit	0.50
Core Code	39.02.00.00.002
Concurrent Enrollment Core Code	39.02.00.13.002
Skill Certification Test Number	012
Test Weight	1.0
License Area of Concentration	Secondary Professional Level License
Required Endorsement(s)	
Endorsement 1	K-12 Teaching as a Profession

STRAND 1

Students will use the key principles of learning science and Universal Design for Learning (UDL) to design instruction that maximizes student learning using educational technology to enhance the learning experience.

Standard 1

Discuss the science of learning and explore the key principles of learning science to maximize student learning.

- **Science of learning** summarizes existing cognitive-science research on how students learn and connects it to practical implications for teaching and learning.
- Explore the science of learning key principles and outline the essential knowledge for all educators.
    - **Learning Science Principle 1: How do students understand new ideas?**
        - Students learn new ideas by reference to ideas they already know.
    - **Learning Science Principle 2: How do students learn and retain new information?**
        - Practice is essential to learning new facts, but not all practice is equivalent (e.g., spaced practice over mass practice).
    - **Learning Science Principle 3: How do students solve problems?**
        - Effective feedback is often essential to acquiring new knowledge and skills.
    - **Learning Science Principle 4: How does learning transfer to new situations?**
        - Consider the cognitive load theory to tailor instruction for maximum learning.
    - **Learning Science Principle 5: What motivates students to learn?**
        - Provide opportunities for learners to think about what the information means and why it is important to know.
    - **Learning Science Principle 6: What are common misconceptions about how students think and learn?**
        - Students will be more motivated and successful in academic environments when they believe they belong and are accepted in those environments.

Standard 2

Understand and apply Universal Design for Learning (UDL) guidelines when developing effective lesson plans.

- **Universal Design for Learning (UDL)** provides structure for personalizing, accommodating, scaffolding, and accessing background knowledge to improve learning for all students.
- Identify the three networks of the Universal Design for Learning (UDL) guidelines.
- The **WHY** of Learning
    - **Engagement** offers multiple strategies to capture interest and nurture motivation throughout the learning journey.

- The **WHAT** of Learning
    - **Representation** offers a range of methods to aid in comprehending and mastering new information.
- The **HOW** of Learning
    - **Action and Expression** offers various ways for students to demonstrate and articulate their learning through action and expression.

Strand 1 Performance Skill

Students will design a mini lesson (5-10 minutes) to demonstrate their ability to apply the key principles of learning science and Universal Design of Learning (UDL) that includes the use of one (1) educational technology tool.

- How did you apply the key principles of learning science?
- How did you apply Universal Design of Learning (UDL) guidelines?
- Why did you choose the educational technology tool you did?
- Did the educational technology tool selected enhance the learning process? Why or why not?

STRAND 2

Students will explain professional responsibilities of protecting student data when utilizing technology for instruction and learning.

Standard 1

Explain professional responsibilities of protecting student data and privacy under Family Educational Rights and Privacy Act (FERPA).

- **Personal Identifiable Information (PII)** includes information that can be used to distinguish or trace a student's identity either directly or indirectly **including, but not limited to:**
    - Student number
    - Name
    - Age or Birthdate
    - Email address
    - Phone number
    - Location data
- **Family Educational Rights and Privacy Act (FERPA)** is a federal law **that addresses parent rights regarding their student's education records and defines the conditions under which schools may share education records with third parties.** ~~**to protect student educational records from being shared with third parties.**~~
- **Education records** are records, files, documents, or other materials that contain information directly related to a student and is maintained by the school.
- **Confidentiality** is limiting access to student education records to only authorized individuals (e.g., parents, guardians, teachers, counselors, administrators).

Standard 2

Explore and research how Utah State law and student data privacy impacts the use of technology tools for instruction and legal responsibilities within a local education agency.

- **Utah Code 53E-9-309** requires LEAs to ensure there are specific provisions in place for education technology third party contractors (programs, apps, devices)
    - Where does your LEA list approved technologies? (e.g. metadata dictionary, approved application list, LearnPlatform)
    - What is the process for approving new technology products in your LEA?
    - Discuss what legal responsibilities are related with technology associated with third party contractors.
- **Utah Code 53E-9-203** requires educators to get prior written consent from a student's guardian before asking**, collecting, or sharing ~~students for~~** personal **student** or family information regarding:
    - Political affiliations or philosophies
    - Mental or psychological problems
    - Sexual behavior, orientation, or attitudes
    - Religious affiliations or beliefs
    - Income
    - Illegal, anti-social, self-incriminating or demeaning behavior
    - Critical appraisals of individuals with whom the student or family member has close family relationship
    - Legally recognized privilege and analogous relationship (lawyers, medical personnel, or ministers)
        - How can educators ensure online content and classroom materials align with Utah Code 53E-9-203?

Strand 2 Performance Skill

Students will research and present on a current education issue regarding technology in the classroom and how it affects student data and privacy.

STRAND 3

Students will identify and explain how technology tools can assess, engage, and support student academic learning needs and evaluate how technology frameworks enhance student outcomes and teacher effectiveness to meet learning intentions.

Standard 1

Identify how different types of technology tools can be used to assess students' prior knowledge, engage students in the learning process, and support students' academic needs.

- Explore a variety of technology tools that assess students' prior knowledge (e.g., anticipation guide, KWL chart, quizzes, discussion topic, interest form)
- Explore a variety of technology tools that engage students in the learning process. (e.g., interactive videos, digital collaboration, digital creation tools)

- Explore a variety of technology tools that support students' academic needs through various ways for students to demonstrate and articulate their learning
- Compare how different types of technology tools can support or hinder the science of learning and Universal Design for Learning (UDL).

Standard 2

Explain how different types of technology tools can help meet the academic learning needs of students, impact student engagement, and support learning intentions in the classroom.

- **Academic learning needs** as the gap between a student's current knowledge and the knowledge needed to complete or perform a task or set of tasks.
- **Engagement** allows students to participate in active learning focused on the learning goal.
    - **Passive consumption** is scrolling, watching, or playing on a digital device without actively engaging or critically processing the material.
    - **Active consumption** is cognitively or physically engaging in technology-based activities.
- **Learning intention** is a statement written by educators that defines the day-to-day learning goals aligned to state standards.

Standard 3

Investigate how technology tools can supplement classroom instruction to meet the academic learning needs of each student.

- Evaluate common accessibility technology tools to support each student's academic needs. (e.g., screen reader, screen magnifiers, screen contrast, voice recognition, voice amplification devices)
    - **Disability** as a physical or mental impairment that substantially limits one or more major life activities.
    - **Academic learning needs** as the gap between a student's current knowledge and the knowledge needed to complete or perform a task or set of tasks.
    - **Linguistic needs** as providing curriculum in both the primary language and secondary language.
- Discuss how the accessibility and effectiveness of technology tools may differ based on the student's academic needs.
    - How can technology tools help support what students are able to do?
    - How can technology tools help assess student learning?
    - How will technology tools offer supplemental support when students do not learn?
    - How can technology tools supplement the learning for students who are already proficient?

Standard 4

Analyze how technology frameworks and models evaluate the effectiveness of technology.

- **SAMR Model** examines how a specific technology tool impacts student learning.

- **PICRAT Framework** examines the relationship between the engagement level and teacher technology instructional design.
- **TPACK Model** examines how technology, content, and pedagogy interrelate.
- **Triple E Framework** examines the student engagement, enhancement, and extension process.
- Evaluate how technology frameworks and models enhance student outcomes and teacher effectiveness to meet learning intentions.

Strand 3 Performance Skill

Students will observe a classroom and use a technology framework or model to examine the impact of technology tools on student academic needs and outcomes to maximize student learning. Students will create an artifact of their findings.

- Select and justify a technology framework or model.
- Observe the use of technology tools in the classroom.
- Create an artifact evaluating positive and negative effects of the technology tool integration based on selected framework or model to maximize student learning.

Pick one of the following:

Option 1: Students will research how technology tools can support students with disabilities and create a presentation recommending the most effective technology educational supports for students with learning challenges. Students with disabilities could include:

Autism
Deaf-blindness
Developmental delay
Emotional disturbance
Hearing impairment
Intellectual disability
Multiple disabilities
Orthopedic impairment
Other health impairments
Preschool disabled
Specific learning disability (e.g. dyslexia)
Speech or language impairment
Traumatic brain injury
Visual impairment

Option 2: Students will conduct an interview with a current special education educator or paraprofessional about the different uses of technology tools and how they impact student learning in the classroom.

- Why do you use supplemental technology tools in your classroom?
- What challenges have you faced in integrating technology tools into your teaching methods for students, and how have you overcome them?
- How do you ensure that technology tools are used to enhance learning rather than as a distraction for students?
- How do you assess the impact of technology on the academic needs of your students?
- How do you balance traditional teaching methods with the integration of technology to create a well-rounded learning experience for your students?

- Can you share a success story of a student who initially struggled but experienced significant improvement through the use of technology in your teaching approach?

STRAND 4

Students will develop and design a course within a Learning Management System (LMS) that is accessible for all students and supports the student learning outcomes.

Standard 1

Identify the components of effective lessons plans outlined in the Utah High Quality Instructional (HQI) Cycle.

- **Learning intentions** as statements written by educators that defines the day-to-day learning goals aligned to state standards.
- **Success criteria** as how educators and students will know if they have met the learning intentions.
    - **Formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
    - **Summative assessment** as a measurement of student learning at the conclusion of a defined instructional period.

Standard 2

Students will identify principles of online design and student accessibility.

- Explain how quality online design can increase student engagement and accessibility to learning materials.
- High-quality design elements include:
    - Images representing a variety of people
    - Appropriate content length to reduce scrolling
    - Embedded content and videos within the LMS
    - Consistent and appropriate fonts and colors
    - Icons representing specific learning tasks
- Accessibility elements include:
    - Labeling images
    - Providing image titles
    - Enabling closed captioning
    - Contrasting text and background color
    - Responsive design (e.g. scaling and appearance on computer vs. mobile device)
    - Multiple means of representation, engagement, and expression

Standard 3

Students will identify primary course elements and features within a Learning Management System (LMS).

- Primary course elements include:
    - Navigation elements

        - Landing page (e.g. Home, Stream, Dashboard)
        - Buttons
        - Course navigation
        - Global navigation
        - Calendar
    - Content Management
        - Course overview (e.g. Syllabus, Stream)
        - Organization systems (e.g. Module, Topic)
        - Content delivery (e.g. Pages, Materials)
    - Content Creation
        - Assignments
        - Embedded elements (e.g. videos, LTI tools)
        - Hyperlinks
    - Assessment
        - Student dialogue (e.g. Discussions, Question)
        - Quizzes
        - Rubrics
- Primary Course Features include:
    - Communication Methods
        - Messaging
        - Announcements
    - Grading
        - Gradebook
        - Feedback
        - SIS (Student Information System) sync

Performance Skills

Students will design a course within a learning management system (LMS) that includes:

- Landing page
- About Me page
- Organization system (Module or Topic)
- Embedded materials (video or LTI)
- Educational resources
- Hyperlinks
- Assignment with rubric
- Student dialogue
- Quiz

Principles of Educational Instruction Vocabulary

Strand 1

science of learning
Universal Design of Learning (UDL)

Strand 2

Personal Identifiable Information (PII)
Family Educational Rights and Privacy Act (FERPA)
education records
confidentiality
Utah Code 53E-9-309
Utah Code 53E-9-203

Strand 3

academic learning needs
engagement
passive consumption
active consumption
learning intention
disability
linguistic needs
SAMR Model
PICRAT Framework
TPACK Model
Triple E Framework
disability
linguistic needs

Strand 5

learning intentions
success criteria
formative assessment
summative assessment

Skill Certificate Test Points by Strand

Coming soon