



## Georgia Professional Learning Unit (PLU) Credit for ISTE 2010

- For each PLU, 10 contact hours of participation in workshops and/or general sessions followed by satisfactory completion of the course assignment are required. The maximum is two PLUs.
- The table below describes the documentation you will need to submit with your PLU application.
- You must retain all the documents until you have completed the course assignment after ISTE 2010.
- Send the complete set of documents, with signatures where required, and your course assignment materials to ISTE's Professional Learning Coordinator at the address below
- Applications must be postmarked by August 6, 2010. Incomplete submissions will not be accepted.

Document	Where to obtain	When to complete
PLU Prior Approval Form	From ISTE (*see below)	Before you attend ISTE 2010, the form must be signed and dated by your approving designee.
Certificate of Participation in Workshop(s)	On site only, at each ISTE 2010 Workshop.	At each workshop, the certificate must be signed by the president.
Certificate of Participation in general sessions	On site only, at the ISTE 2010 conference information booth	At the end of the conference, record your total hours and sign the form.
PLU Course Assignment	From ISTE (*see below)	After ISTE 2010, the course assignment must be completed as directed in the information packet.
PLU Course Completion Form	From ISTE (*see below)	After completion of the course assignment.

\*Download the forms from the information table on the ISTE 2010 conference web page,  
or  
email: [snay@iste.org](mailto:snay@iste.org) to request copies.

In order to receive appropriate PLU credit, the complete set of forms and your course assignment materials must be submitted by mail, postmarked by August 6, 2010, to

Anita McAnear,  
ISTE Professional Learning Coordinator  
180 West 8th Avenue, Suite 300  
Eugene, OR 97401.

The Course Completion Form signed by ISTE will serve to document the satisfactory completion of this PLU Course. It will be mailed to you at the home address you supply on your prior approval form. A maximum of two PLUs may be awarded, based on your hours of participation at the conference.

*If you need additional information, please email Anita McAnear ([amcanear@iste.org](mailto:amcanear@iste.org)).*



**ISTE 2010 Annual Conference & Exposition**  
 Application for Professional Learning Unit (PLU) Credit

**Prior Approval Form**

Participant Name	
Home Mailing Address	
City, State, Zip	
School System	
School Name/Employer	
Certificate Type	
Position	
Date of Birth	
Social Security No.	

PLU Credit Program Description:

**ISTE 2010**  
**June 26–June 30, 2010**

**Check the categories for which this PLU credit applies:**

- |  |  |
|--|--|
| <input type="checkbox"/> Field(s) of Certification   | <input type="checkbox"/> School/System/Individual Improvement Plan |
| <input type="checkbox"/> Annual Personnel Evaluation | <input type="checkbox"/> State/Federal Requirements                |

I hereby approve this person’s participation in the above named Professional Learning Unit Credit Program. I further certify that the goals and objectives of this course are consistent with the goals and improvement objectives of this school system.

\_\_\_\_\_  
**System Superintendent, or  
 Professional Learning Coordinator**

\_\_\_\_\_  
**Date of Approval**

I am not employed in a public or private school (*participant to sign*)

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date of Approval**

Retain this completed and signed form, and send it with your final course assignment materials to ISTE at the address on the PLU instructions sheet. If you have questions, please email: [amcaneer@iste.org](mailto:amcaneer@iste.org).



## Georgia Professional Learning Unit (PLU) Credit for ISTE 2010

### Course description

ISTE 2010 covers the breadth and depth of the educational technology field from developing a vision of the role of technology in 21st-century student learning to: developing, maintaining, and supporting the infrastructure for technology; educating students, teachers, and administrators about technology and technology integration; improving student learning and motivation through the integration of technology into all content areas and grade levels (K–12). ISTE 2010 also covers the ethics and equity issues involved in all of the previous areas.

ISTE 2010 provides educators with:

- Hands-on opportunities to learn about and apply technology through workshops; exhibits; bring-your-own-laptop sessions; and technology playgrounds for assistive technology, art, music, and math/science.
- Keynote sessions, conference sessions, posters, and workshops to inspire, educate, model, and practice practical applications of technology in education.

### Goals

Participants will increase their knowledge of one or more of the competencies and related performance indicators below and reflect on how to use that knowledge to improve their teaching.

### Course assignment

*For one PLU:*

Choose one or more competencies (I–VI) from the list below and the related performance objectives (A, B, C etc) listed to focus on during the conference. You must also attend 10 contact hours of conference learning experience and obtain Certificate(s) of Participation accordingly.

*For two PLUs:*

Choose two or more competencies (I–VI) from the list below and the related performance objectives (A, B, C etc) listed to focus on during the conference. You must also attend 20 contact hours of conference learning experience and obtain Certificate(s) of Participation accordingly.

*Written reflection*

Write one reflection piece (500–750 words) for each PLU with the following sections:

- Section 1 For your selected competency(ies) and objective(s):
- 1.a Tell why you made these choices of competency/performance indicator.
  - 1.b Describe how your choice aligns with your professional learning goals, school or district improvement plan, district standards, and/or your area of certification.

- Section 2 For each conference learning experience, answer EACH of the following questions.
- 2.a Which competency/performance objective does it relate to?
  - 2.b What did you learn from the experience?
  - 2.c What did you not learn that you wish you had learned?
  - 2.d How will you use the information?
  - 2.e How will your learning affect your school, grade level, or department?
  - 2.f How will your learning impact student learning?
  - 2.g Did the experience meet your expectations? Why or Why not?

### **Deadline**

The deadline for sending all paperwork (Prior Approval Form, Certificate(s) of Participation in workshops and/or sessions, PLU Course assignment) to ISTE is:

*August 6, 2010* (postmark date),

to receive PLU Course Completion Form by September 10, 2010 (exact date depends on number of participants).

Send to:

Anita McAnear  
ISTE Professional Learning Coordinator  
180 West 8th Avenue, Suite 300  
Eugene, OR 97401.

The Course Completion Form signed by ISTE will serve to document the satisfactory completion of this PLU Course. It will be mailed to you at the home address you supply on your prior approval form. A maximum of two PLUs may be awarded, based on your hours of participation at the conference.

*If you need additional information, please email Anita McAnear (amcaneer@iste.org).*

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### **Competencies and Performance Indicators**

- I. Educators develop sound understanding of technology operations and concepts.
  - A. Educators demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
  - B. Educators demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- II. Educators plan and design effective learning environments and experiences supported by technology.
  - A. Educators design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
  - B. Educators apply current research on teaching and learning with technology when planning learning environments and experiences.
  - C. Educators identify and locate technology resources and evaluate them for accuracy and suitability.
  - D. Educators plan for the management of technology resources within the context of learning activities.
  - E. Educators plan strategies to manage student learning in a technology-enhanced environment.
- III. Educators implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
  - A. Educators facilitate technology-enhanced experiences that address content standards and student technology standards.
  - B. Educators use technology to support learner-centered strategies that address the diverse needs of students.
  - C. Educators apply technology to develop students' higher order skills and creativity.
  - D. Educators manage student learning activities in a technology-enhanced environment.

- IV. Educators apply technology to facilitate a variety of effective assessment and evaluation strategies.
- A. Educators apply technology in assessing student learning of subject matter using a variety of assessment techniques.
  - B. Educators use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
  - C. Educators apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
- V. Educators use technology to enhance their productivity and professional practice.
- A. Educators use technology resources to engage in ongoing professional development and lifelong learning.
  - B. Educators continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
  - C. Educators apply technology to increase productivity.
  - D. Educators use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
- VI. Educators understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.
- A. Educators model and teach legal and ethical practice related to technology use.
  - B. Educators apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
  - C. Educators identify and use technology resources that affirm diversity
  - D. Educators promote safe and healthy use of technology resources.
  - E. Educators facilitate equitable access to technology resources for all students.

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## Rubric

A score of 10 or higher for each set of competencies/performance indicators is required for each of two possible PLUs.

Scale/Criteria	Unacceptable 1	Acceptable 2	Exemplary 3
<b>Participant Reaction</b>	Participant has no positive or negative reaction to most of the learning experiences.	Participant can align most learning experiences with a related competency/performance indicator	Participant clearly articulates how the learning experiences relate to his or her professional goals.
<b>Participant Learning</b>	Participant does not articulate any learning or missed learning.	Participant can describe what they learned from some of the learning experiences.	Participant clearly articulates what he or she learned and how it can be useful.
<b>Organizational Impact</b>	Participant does not make any connection between the learning experiences and how their school, district, or department would need to change or support them to facilitate change.	Participant recognized that some changes are needed to apply some of the learning experiences.	Participant clearly articulates system changes for full implementation of the learning.
<b>Participant Use</b>	Participant can't describe how he or she would use the information or why it is not useful.	Participant sees some use for the information.	Participant articulates a clear plan for using the information.
<b>Student Learning</b>	Participant can't describe any connection or disconnection to student learning.	Participant can see some impact on student learning.	Participant clearly articulates how the practice relates to how students learn and what benefits he or she would expect to see.



# ISTE 2010 Annual Conference & Exposition

## Application for Professional Learning Unit (PLU) Credit

### Course Completion Form<sup>1</sup>

To document satisfactory completion of PLU Courses

#### PARTICIPANT INFORMATION:

(Conference attendee to complete)

Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Employing System: \_\_\_\_\_

School/Worksite: \_\_\_\_\_

#### COURSE INFORMATION:

Course Title: ISTE 2010  
Denver, CO, June 26–June 30, 2010

(To be completed by ISTE staff only)

Date of completion of all course requirements including assessment: \_\_\_\_\_

Total Contact Hours of the Course: \_\_\_\_\_

Number of PLU Credits: \_\_\_\_\_

#### Check the categories for which this PLU credit applies:

(Conference attendee checks one)

- Field(s) of Certification
- Annual Personnel Evaluation
- School/System/Individual Improvement Plan
- State/Federal Requirements

#### VERIFICATION:

(To be completed by ISTE staff only)

#### Mastery Verification

Contact hours completed AND satisfactory course assignment submitted by the required deadline.

\_\_\_\_\_  
(To be signed by ISTE staff only)

**Anita McAnear,**  
**ISTE Professional Learning Coordinator**  
**180 West 8th Avenue, Suite 300**  
**Eugene, OR 97401**

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
Contact Hours

<sup>1</sup>This signed form verifies successful completion of this course and may be used to renew professional certificates and/or for other evidence of completion of PLU at the local level. Please retain a copy for your files and submit a copy to the PLU coordinator for your school system/organization.