*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course: EdTech Tools for Equity

Course Description: There is no time like the present for educators to reflect on their role in culturally responsive teaching and use new educational technology tools to build an even stronger school community inclusive of English Language Learners and marginalized students. Students bring rich and diverse backgrounds to the classroom! Technology can be a powerful tool for transforming learning and reinventing our learning approach. It can help affirm and advance relationships between educators and students and remove the barriers to long-standing equity and accessibility gaps. Opportunities to reflect on digital tools to help adapt learning experiences to meet the needs of English Language Learners, economically disadvantaged, and other groups that have been historically underserved and marginalized will be enhanced. With equity in mind, educators can develop a climate in which students' backgrounds, experiences, and cultures are honored to build a stronger and more diverse learning community. *EdTech Tools for Equity* is <u>NOT</u> just for English as a New Language teachers. The tools and strategies included specifically address teaching English Language Learners and marginalized students but are suited for all educators teaching grades K 12.

Instructor Consultation and Interaction
The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion
LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	● Gain an understanding of the importance of knowing your students and their needs to achieve a more equitable online classroom. ● Identify and discuss characteristics that lead to equity gaps in online classrooms. ● Implement culturally relevant teaching strategies in their online classroom. ● Improving access to education to make education more accessible to ELLs and underserved students by providing online resources and materials that can be accessed from any location with an internet connection. ● Leverage the "My Name My Identity Toolkit" resources to support all school community members and stakeholders in building a culture of respect by honoring students' names and identities with a social, emotional, and cultural (SEC) lens. ● Provide digital tools to support educators in creating a safe and brave space to uplift youth voices through sharing stories and celebrating diversity. ● Identify strategies educators can use to encourage youth to take action to create an inclusive and respectful community.
Topics	Educational technology (EdTech Tools) can be used to promote equity in education for English Language Learners (ELL) and marginalized students. These tools can provide personalized learning experiences and support diverse learning needs, helping all students succeed. For ELLs, EdTech tools can offer language support and resources, such as translation tools and dictionaries, as well as access to content and instruction in their native languages. For marginalized students, EdTech tools can provide resources and support to help them overcome barriers to education and engage in learning. Additionally, EdTech tools can help to level the playing field by providing all students with access to high-quality educational resources and experiences, regardless of their socio-economic background or geographic location.
Application to Instruction & Student Learning	● Leverage educational technology to build a culture of respect by honoring students' names and identities with a social, emotional, and cultural lens. ● Provide digital tools to support educators in creating a safe and brave space to uplift youth voices through sharing stories and celebrating diversity. ● Identify strategies educators can use to encourage youth to take action to create an inclusive and respectful community. ● Promote dialogue amongst all students in the classroom to celebrate one's identity and include diverse perspectives and connections to "real-world" experiences. ● Evaluate digital content and materials. Textbooks and resources are often "designed for mainstream, majority cultural groups."

	● Curate inclusive materials for your digital lessons that are reflective of a variety of cultures and identities. Have students contribute to this curation work. ● Jigsaw reading activities or online peer teaching can allow students to share their experiences around a topic.

Session II

Objectives	● Explore different ways English Language Learners and marginalized students might need or choose to access educational content. ● Consider accessibility implications when reviewing and selecting learning materials. ● Recognize that accessible materials support English Language Learners and marginalized students. ● Locate accessibility settings in commonly used technologies. ● Describe how the creation of materials can allow or prevent the use of accessibility settings. ● Understand the new NYSED Digital Fluency, and Computer Science Standards aim to ensure that all students, including underserved students and ELLs, have the opportunity to develop the skills and knowledge they need to succeed in the digital age. ● Explore digital tools for supporting SEL and CRT. Various approaches will be examined to consider students' specific needs and preferences. ● Begin their journey of creating a digital toolbox to support diverse learners.
Topics	It is our responsibility to ensure that all of our students have equal access to the learning materials in our digital classrooms. You are likely familiar with the concept of *accommodations* or the changes to content and assessment that we make during instruction to meet the unique needs of our students. Accessible digital content is content that our students can engage with from the very start! It requires a proactive approach to meeting the needs of the students in our classrooms. Our responsibility is to ensure that all of our students have equal access to the learning materials in our digital classrooms. Let's add to our Digital Toolbox by exploring EdTech tools that meet the needs of our diverse learners.
Application to Instruction & Student Learning	● Build an EdTech Toolbox to meet the needs of their diverse students and provide equal opportunities for students to succeed. ● Explore digital tools to support and challenge students by removing barriers to learning and providing options for students to have a voice in how they process and document their learning. ● Will gather knowledge of assistive technology features to enhance student outcomes for ELLs and marginalized learners. ● Understand the NYSED Digital Fluency and Computer Science Standards aim to ensure that all students, including underserved students and ELLs, have the opportunity to develop the skills and knowledge they need to succeed in the digital age.

	- Provide equal opportunities for all students to navigate online spaces and practice using tools to ensure they receive what they need to succeed academically. - Develop a classroom culture that welcomes and affirms the individual identities and strengths of each student. - Create a digital toolbox to support instruction, (Midterm)

Session III

Objectives	- Explore strategies for scaffolding tasks for ELLs using EdTech Tools. - Understand the 5-step framework to scaffold content instruction for ELLs. - Understand how infographics can scaffold learning for English language learners (ELLs) and marginalized student populations. - Examine educational technology that helps to create customized infographics. - Use the infographic as a starting point for further exploration and discussion. Encourage students to ask questions and delve deeper into the material. - Understand how digital graphic organizers can be a valuable tool for scaffolding information for English language learners (ELLs) and marginalized student populations. These tools can help students organize and structure information, making it easier to understand and retain new concepts. - Examine ways that digital graphic organizers can provide visual representations of information, which can be particularly helpful for ELLs struggling to understand written or spoken language. - Analyze digital tools that best meet our diverse learners' needs by providing visual and audio support for complex concepts, as well as interactive activities that allow students to practice and apply what they are learning. - Curate educational technology strategies and tools to better understand the relationships between different pieces of information.
Topics	For several reasons, scaffolding information for English Language Learners (ELLs) and marginalized students can be beneficial. Scaffolding is a teaching approach that provides students with support and guidance when learning new concepts or skills. This can help students to understand the material better and be more successful in their learning. For ELLs, scaffolding can be particularly helpful because it can provide support for language development. For example, a teacher might provide a graphic organizer or other visual aids to help ELLs better understand new vocabulary or complex ideas. This can help to support their language development and improve their comprehension of the material. Similarly, scaffolding can also benefit marginalized students, who may have faced challenges in their education due to factors such as poverty, discrimination, or other barriers. By providing these students with support and guidance, teachers can help to level the playing field and give them the tools they need to succeed in the classroom. In short, scaffolding can be an effective tool for supporting the learning of ELLs and marginalized students. By providing these students with the support and guidance they need to succeed, teachers can help to ensure that all students have the opportunity to learn and reach their full potential.

Application to Instruction & Student Learning	• Explore video and multimedia resources to provide visual and auditory explanations of concepts and processes, which can be particularly helpful for ELLs and students with learning differences. • Examine collaborative tools like Google Classroom and Microsoft Teams to allow students to work together and share ideas in real-time, which can help to create a more collaborative learning environment and provide opportunities for peer support and scaffolding. • Analyze digital tools and resources that support personalized learning for each student, providing customized support and guidance based on their needs and abilities. This can be particularly useful for ELLs and marginalized students, as it can help ensure they receive the support they need to succeed. • Create immersive, interactive learning experiences that engage students and provide hands-on learning and problem-solving opportunities.

Session IV

Objectives	• Create a virtual listening classroom that can provide additional support for ELLs by allowing them to access language learning resources and tools, such as translation dictionaries and grammar guides, to help them better understand the material being taught. This can help to improve their language skills and overall academic performance. • Promoting equity by utilizing Edtech tools to help level the playing field for underserved and marginalized students by providing them with the same resources and opportunities as their more advantaged peers. • Examine strategies for improving ELLs' listening skills, such as making predictions, asking clarifying questions, and summarizing what they have heard. • Examine how podcasts can provide opportunities for ELLs and marginalized students to practice their listening skills in various contexts, such as through discussions, group activities, and listening to audio recordings. • Understand the importance of supporting ELLs in developing their listening skills in their primary language, as well as in English, to build a strong foundation for language learning. • Create multimedia text sets to provide visual and auditory explanations of concepts and processes, which can be particularly helpful for ELLs and students with learning differences.
Topics	An EdTech mission statement is a statement that defines the purpose and goals of an educator's focus on technology for education. This statement typically outlines the approach to using technology to improve education and make it more accessible, effective, and engaging for students. An EdTech mission statement can serve as a guiding principle for educators and help them stay focused on its goals and objectives. What is your EdTech mission for meeting the needs of your diverse learners? In this course, we have researched various digital tools and strategies. What goals would you like to set for yourself? Think about your **vision (goals)** and **mission (steps to take)**. Use the questions below to guide you as you write your EdTech Mission Statement based on your research from the previous modules.

Application to Instruction & Student Learning	- Provide authentic listening material for ELLs to practice their listening and comprehension skills. - Utilize podcasts as a supplement to traditional classroom instruction, providing additional exposure to the target language and helping ELLs to develop their language skills more fully. - Create learning experiences incorporating podcasts to support students who may be struggling in a traditional classroom setting, as they can be accessed at any time and can be paused, rewound, or replayed as needed. - Utilize multimedia text sets to provide a rich source of authentic language for ELLs to listen to and learn from. They can also include captions, transcripts, and translations, which can help students access and understand the content. - Promote cultural understanding by using multimedia text sets that represent a range of cultural perspectives and experiences, which can help students learn about and connect with different cultures. - Encouraging critical thinking by using multimedia texts sets to include texts that challenge students to think critically and make connections between different ideas, which can help students develop their analytical skills.