EDIT 3318: Applications of Technology in Education

Instructor:

Class Time: Online

Email:

Phone:

Office Hours: Online/Email

Course Description:
This course introduces teacher candidates to technology as an instructional tool. Teacher candidates will explore and utilize various technology applications that enhance the teaching/learning process in school settings.

Course Purpose:
The purpose of this course is to help teacher candidates develop instructional skills associated with the use of technology as an educational and assessment tool for teaching and learning. Teacher candidates will explore and learn to use various types of technology tools, including but not limited to presentation software, Web 2.0 tools, mobile devices, websites, and multimedia tools to enhance student learning and performance. They will develop a lesson plan and implement the lesson in a classroom by integrating technology tools to facilitate student learning. Furthermore, teacher candidates will develop a personalized learning environment to meet learners’ different needs and aspirations.

TEA Standards

Standard I: All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Domain I: Competency 001)

○ Teacher Knowledge: What All Teachers Know
  • 1.1k the appropriate use of hardware components, software programs, and their connections;
  • 1.2k data input skills appropriate to the task; and
  • 1.3k laws and issues regarding the use of technology in society.

○ Application: What All Teachers Can Do
  • 1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
  • 1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;
  • 1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;
  • 1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity;
• 1.5s use technology terminology appropriate to the task;
• 1.6s perform basic software application functions, including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;
• 1.8s use appropriate terminology related to the Internet, including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML);
• 1.10s use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick;
• 1.13s develop strategies for capturing digital files while conserving memory and retaining image quality;
• 1.14s discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
• 1.15s model ethical acquisition and use of digital information including citing sources using established methods;
• 1.16s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet; and
• 1.18s demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.

Standard II: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Domain I: Competency 002; Domain II: Competency 004)

- Teacher Knowledge: What All Teachers Know
  - 2.1k a variety of strategies for acquiring information from electronic resources;
  - 2.2k how to acquire electronic information in a variety of formats; and
  - 2.3k how to evaluate acquired electronic information.

- Application: What All Teachers Can Do
  - 2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets;
  - 2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies;
  - 2.3s identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files;
  - 2.4s access, manage, and manipulate information from secondary storage and remote devices;
  - 2.5s use on-line help and other documentation;
  - 2.6s determine and employ methods to evaluate electronic information for accuracy and validity;
  - 2.7s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; and
• 2.8s identify the source, location, media type, relevancy, and content validity of available information.

Standard III: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Domain I: Competency 002; Domain II: Competency 004)

○ Teacher Knowledge: What All Teachers Know
  • 3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;
  • 3.2k how to use research skills and electronic communication to create new knowledge; and
  • 3.3k how to use technology applications to facilitate evaluation of work, including both process and product.

○ Application: What All Teachers Can Do
  • 3.1s plan, create, and edit word processing documents using readable fonts, alignment, page, setup, tabs, and ruler settings;
  • 3.2s plan, create, and edit spreadsheet documents using all data types, formulas and functions, and chart information;
  • 3.3s plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
  • 3.4s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics;
  • 3.6s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
  • 3.7s integrate two or more productivity tools, including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge, into a document;
  • 3.9s use technical writing strategies to create products such as a technical instruction guide;
  • 3.10s use subject matter foundation and enrichment curricula in the creation of products;
  • 3.11s participate in electronic communities as a learner, initiator, and contributor;
  • 3.12s complete tasks using technological collaboration such as sharing information through on-line communications;
  • 3.13s use groupware, collaborative software, and productivity tools to create products; and
  • 3.14s use technology in self-directed activities to create products for and share products with defined audiences;
  • 3.15s integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

Standard IV: All teachers communicate information in different formats and for diverse audiences. (Domain I: Competency 003)

○ Teacher Knowledge: What All Teachers Know
• 4.1k how to format digital information for appropriate and effective communication; and
• 4.2k how to deliver a product electronically in a variety of media.

Application: What All Teachers Can Do

• 4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences;
• 4.2s demonstrate the use of a variety of layouts in a database, including horizontal and vertical layouts, to communicate information appropriately;
• 4.3s create a variety of spreadsheet layouts containing descriptive labels and page settings;
• 4.4s demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to communicate effectively;
• 4.5s match the chart style to the data when creating and labeling charts;
• 4.6s publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, Internet documents, and video; and
• 4.7s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
• 4.8s use telecommunication tools, such as Internet browsers, video conferencing, and distance learning, for publishing information.
• 4.10s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that process and product can be evaluated using established criteria or rubrics;
• 4.11s select representative products to be collected and stored in an electronic evaluation tool; and
• 4.12s evaluate products for relevance to the assignment or task.

Standard V: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum. (Domain I: Competency 003)

Teacher Knowledge: What All Teachers Know

• 5.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations;
• 5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;
• 5.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum;
• 5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
• 5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
• 5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
5.7k how to evaluate the effectiveness of technology-based instruction; and
5.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.

Application: What All Teachers Can Do

5.1s plan applications-based technology lesson using a range of instructional strategies for individuals and small/whole groups;
5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology;
5.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;
5.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team;
5.6s identify and use resources to keep current with technology education;
5.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;
5.8s follow guidelines for the legal and ethical use of technology resources;
5.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;
5.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
5.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;
5.14s evaluate appropriately students’ projects and portfolios using formal and informal assessment methods;
5.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;
5.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and
5.18s incorporate new strategies to improve classroom instruction in Technology Applications.

Distinctive Skills and Trademark Outcomes

With successful completion of this class, the teacher candidate will have acquired skills and knowledge as follows:

- Gain a range of research-based instructional strategies for technology integration including blended learning and personalized learning.
- Gain skills to use a variety of software applications and technology tools to facilitate instruction in K-12 settings.
- Employ a variety of software and devices for informal and formal learning and assessments.
- Apply technology to interpret assessment data to measure students’ knowledge levels.
All graduate, undergraduate and certification programs in the College of Education have been reformed to enable candidates to have a positive impact on their clients (e.g., schools, agencies, community colleges) they serve. To this end, each program consists of courses directed at a specific “phase” of assessment reflecting candidate expectations about what they are able to do with the knowledge and skill acquired through the course. Each course in the program corresponds to one of three specific assessment phases.

Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline. Phase Two (P2) courses incorporate the knowledge and skills from P1 and assimilates them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) courses integrate the knowledge and skills from Phase 1 with the simulated application from Phase 2, and then employ them in authentic real world settings. Results from candidate assessments are entered into a database enabling faculty to monitor candidate progress and to evaluate program quality (COE Glossary of Terms).

This is a Phase 2 course. (EDIT 3318)

Apply & Evaluate (A&E) assignments provide opportunities for educator candidates to learn about effective instructional strategies and practices, see those strategies modeled in the college class, practice those strategies within the college class, and then “try out” those strategies in a clinical setting (COE Glossary of Terms).

Candidates in this course will complete A&E assignments aimed at supporting and evaluating progress toward instructional behaviors consistent with two TAP indicators (Presenting Instructional Content and Questioning), and the program’s Trademark Outcome. The goal of the assignment is to assist teacher candidates in mastering instructional strategies associated with engagement and bringing about gains in student learning.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the rationales, history, and trends of technology integration</td>
<td>Quiz 1.1-1.3k, 1.2s, 1.5s, 1.14s, 1.15s, 1.16s, 2.2k, 2.3s, 3.10s</td>
</tr>
<tr>
<td>Practice responsible, ethical, and legal use of online information and software resources.</td>
<td>Copyright and Fair Use Quiz Assignment 1.5k, 1.14-1.16s, 5.8s, 1.5s, 2.2k, 3.3k, 3.10s</td>
</tr>
<tr>
<td>Compare SAMR and TPACK for Technology Integration</td>
<td>Technology Integration Model 2.3k, 3.1s, 3.15s, 3.3k, 3.10s, 2.2k, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s</td>
</tr>
<tr>
<td>Aggregate useful online resources for teaching and learning</td>
<td>Social Bookmarking sites 1.5s, 1.6s, 1.8s, 1.13s, 2.1-2.3k, 2.1-2.2s, 2.6-2.8s, 3.3k, 3.10s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s</td>
</tr>
<tr>
<td>Explore various ways to utilize Google tools for Education</td>
<td>Collaborative presentation with Google Slides ebook</td>
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</tbody>
</table>
Create an effective presentation by using instructional design principles
IWB/Interactive Lesson Activity, Website
1.1s, 1.5s, 1.8s, 2.1s, 2.2k, 2.4s, 3.1s, 3.2k, 3.3k, 4.4s, 5.1s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Design and develop a multimedia instruction
Screen cast instructional video
1.5s, 1.6s, 2.2k, 3.3k, 3.6s, 3.10s, 4.1-4.2k, 4.1s, 4.4s, 5.11s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Explore and evaluate various way to use mobile devices for teaching and learning
Mobile Apps for learning and assessment
1.5s, 2.2k, 3.10s, 3.3k, 5.1s, 5.11s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Reflect on a Blended Learning (BL) and Personalized Learning (PL) Video Case
Reflection
1.5s, 2.2s, 2.5s, 2.2k, 3.1k, 3.3k, 3.10s, 4.8s, 5.1s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Develop a class website
Professional teacher website
1.5s, 2.2k, 2.3s, 3.10s, 4.1k, 4.2s, 4.4-4.6s, 4.8s, 5.13k, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Visualize different assessment types
Concept map for assessments
1.5s, 3.3k, 7k, 5.7s, 5.9s, 3.10s, 4.3s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Use assessment data to track students' achievement
Spreadsheets data analysis
1.5s, 2.4s, 3.3k, 3.2-3.3s, 3.10s, 5.7k, 5.13s-5.16s

Discuss issues with using technology
Presentation for Parents/Students
1.5s, 3.3k, 3.10s, 4.1k, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

Cultivate a growth mindset with professional learning community
Thinking Questions for PLC
1.3s, 1.5s, 3.2k, 3.3k, 3.10s, 3.11-3.13s, 5.3-5.4s, 4.1k, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s, 5.18s

Demonstrate effective use of current technology within instructional settings
A&E Assignment
3.15s, 5.1s, 5.7s, 5.9s

Demonstrate effective use of a Learning Management System
Google Classroom
1.5s, 3.3k, 3.10s, 3.11s, 3.12s, 3.13s, 4.6k, 4.11s, 4.1k, 4.2k, 4.8s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s, 5.18s

Demonstrate effective use of digital tools for Device/Data Management
Google Docs, Google Slides, Google Sheets
1.2k, 3.3k, 3.2s, 3.10s, 4.2k, 4.10s, 4.12s, 5.2k, 5.3k, 5.14s, 5.16s

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Textbook
None

Required Software and Equipment
Computer with Internet access
Microsoft Office Suite
iPad mini or other mobile devices
Gmail Account
Smart Notebook Software
Other software
The course uses a web-based Learning Management System called Blackboard which provides convenient tools for providing course content and assignments, keeping student records, asynchronous discussions, and other important features. All course materials, course calendar and assignment due dates will be made available in the course website. Assignments are also submitted using the course website. The course website is available to students who have officially registered for this course. To reach the course website, enter the following URL: http://ttu.blackboard.com This is a new version of Blackboard. When you access the site, you will be asked to enter your eRaider username and password. Once your ID and password are confirmed, you will see the list of courses you registered. Select EDIT 3318 and EDSE 4315.

If you do not have an eRaider account, you can request one at: https://eraider.ttu.edu/. If you have forgotten your password or need help logging in, call Tech's technology hotline at: 806-742-help. As soon as you are able to access the course web site, explore it to get familiar with it. If you need help using Blackboard, visit the Blackboard Student support site at: http://www.tltc.ttu.edu/content/asp/blackboard/SupportStudent.asp.

It is essential that students be able to manage their time efficiently, follow the course schedule, and do not get behind. Thus, it is very important that students log in to Blackboard frequently.
This course requires various hands-on activities.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundations of educational technology</td>
<td>Educational Technology: Copyright, Fair Use &amp; Issues with Technology</td>
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<td>Introduction, Equipment check survey</td>
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<td>Copyright Quiz, Quiz 1</td>
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<td>Assignment 1 - eNewsletter</td>
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<tr>
<td></td>
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<td>Due Tuesday, Jan 22</td>
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<tr>
<td>2</td>
<td>Educational Resource for Communication and Classroom Information</td>
<td>Classroom Website Creation</td>
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<td>Technology Integration Pre-Survey</td>
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<td>Assignment 2 – Google Sites</td>
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<td>Due Tuesday, Jan 29</td>
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<tr>
<td>3</td>
<td>Interactive Instructional Presentation</td>
<td>Interactive Whiteboard/Googlink Digital Poster</td>
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<tr>
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<td>Assignment 3 – IWB/Googlink Digital Poster</td>
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<td>Due Tuesday, Feb 5</td>
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<tr>
<td>4</td>
<td>4 C’s and 21st Century Digital Classroom Skills</td>
<td>G Suite for Education: Drive, Docs, Slides</td>
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<td>Assignment 4 – Google Slides eBook</td>
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<td>Due Tuesday, Feb 12</td>
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<tr>
<td>5</td>
<td>Learning Management System</td>
<td>Google Classroom</td>
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<td>Assignment 5 – Google Classroom</td>
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<tr>
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<td>Due Tuesday, Feb 19</td>
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<tr>
<td>6</td>
<td>Formative and Summative Student Learning Assessment</td>
<td>Formative/Summative Assessments</td>
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<tr>
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<td>Assignment 6 – Formative and Summative Student Learning Assessment</td>
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<tr>
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<td>Due Tuesday, Feb 26</td>
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<tr>
<td>7</td>
<td>Assessment Evaluation and Data Manipulation</td>
<td>Collect, analyze, manipulate and data, Google Forms, Google Sheets</td>
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<td>Assignment 7 – Analyze Data from Google Form Assessment and create a heat map in Google Sheets</td>
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<td>Due Tuesday, Mar 5</td>
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<tr>
<td>8</td>
<td>SPRING BREAK</td>
<td>A &amp; E Lesson Plan</td>
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<tr>
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<td>Due Friday, Mar 8</td>
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<tr>
<td>9</td>
<td>Mobile Learning</td>
<td>Explore Mobile Applications</td>
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<td>Assignment 8 – Mobile Learning Report</td>
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<td>Due Tuesday, Mar 26</td>
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<td>10</td>
<td>Blended Learning and Personalized</td>
<td>You will be able to evaluate a blended learning and personalized learning classroom.</td>
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<td>Assignment 9: PL/BL Station Rotation Model</td>
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<td>Due Tuesday, Apr 2</td>
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<tr>
<td>11</td>
<td>Online Resources Supporting</td>
<td>Social Bookmarking of Resources for support of teaching and learning in technology</td>
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<tr>
<td></td>
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<td>Assignment 10 – Online Resources</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment/Activity</td>
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<tr>
<td>11</td>
<td>Teaching and Learning</td>
<td>A&amp;E Video Record and Upload to Swivl</td>
</tr>
<tr>
<td>(Apr 10 – Apr 16)</td>
<td>Technology Integration Comparison: SAMR and TPACK</td>
<td>Due Tuesday, Apr 9</td>
</tr>
<tr>
<td>12</td>
<td>Multimedia Screen Recording</td>
<td>SAMR &amp; TPACK Technology Integration Model</td>
</tr>
<tr>
<td>(Apr 17 – Apr 23)</td>
<td>Assignment 11- Technology Integration Model</td>
<td>Assignment 11- Technology Integration Model</td>
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<tr>
<td></td>
<td>A&amp;E: Self-Evaluation</td>
<td>A&amp;E: Self-Evaluation</td>
</tr>
<tr>
<td></td>
<td>Due Tuesday, April 16</td>
<td>Due Tuesday, April 16</td>
</tr>
<tr>
<td>13</td>
<td>Multimedia Screen Recording</td>
<td>Multimedia Screen Recording</td>
</tr>
<tr>
<td>(Apr 24 – Apr 30)</td>
<td>Assignment 12 – Screencast of a How-to for a Technology Tool</td>
<td>Assignment 12 – Screencast of a How-to for a Technology Tool</td>
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<tr>
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<td>Due Tuesday, Apr 23</td>
<td>Due Tuesday, Apr 23</td>
</tr>
<tr>
<td>14</td>
<td>Effective Tools for Classroom Management</td>
<td>Multimedia Screen Recording</td>
</tr>
<tr>
<td>(May 1 – May 7)</td>
<td>Assignment 14/ Device Management Posters</td>
<td>Assignment 14/ Device Management Posters</td>
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<td>Due Tuesday, May 7</td>
<td>Due Tuesday, May 7</td>
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<tr>
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<td>Final Quiz</td>
<td>Final Quiz</td>
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This course requires the completion of hands-on activities.

<table>
<thead>
<tr>
<th>#</th>
<th>Topics</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Copyright Quiz</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Assignment 1: eNewsletter</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Assignment 2: Google Site</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Assignment 3: Interactive Presentation</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Assignment 4: Google Slides eBook</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Assignment 5: Google Classroom</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Assignment 6: Formative and Summative Assessment</td>
<td>10</td>
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<tr>
<td>8</td>
<td>Assignment 7: Assessment Evaluation &amp; Data Manipulation</td>
<td>10</td>
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<tr>
<td>9</td>
<td>Assignment 8: Mobile Learning Integration Report</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Assignment 9: Blended Learning and Personalized Learning</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Assignment 10: Online Resources</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Assignment 11: Technology Integration Model</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Assignment 12: PLN/PLC HyperDoc</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>Assignment 13: Multimedia Screen Recording</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Assignment 14: Device Management Poster</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Class participation (Class Participation, portfolio and Surveys)</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Apply &amp; Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>Final Quiz</td>
<td>10</td>
</tr>
</tbody>
</table>

All requirements of the assignments and products will be made available in advance of the corresponding deadlines. Points awarded will be based on fulfilling the specific criteria for each assignment.

Grading scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>207-230</td>
</tr>
<tr>
<td>B</td>
<td>184-206</td>
</tr>
<tr>
<td>C</td>
<td>161-183</td>
</tr>
<tr>
<td>D</td>
<td>138-160</td>
</tr>
<tr>
<td>F</td>
<td>137 or below</td>
</tr>
</tbody>
</table>
Course Policies

This course is designed to help you become a *professional educator*. As a professional educator, you are expected to reach for the highest quality and strive for mastery learning.

Keep in mind, administrators at every grade level and discipline highly desire teachers with strong and varied technology skills. As such, it is recommended that you save articles, web links, lesson ideas, and other information in this course for later use in your career.

It is the student’s responsibility to complete and turn in projects or assignments on time. Please check due dates of all assignments in a schedule page, and it is your responsibility to have the project/assignments turn in.

**E-mail Communication:** Please use only the TTU e-mail system for sending e-mail messages to me. I will respond to your email message within 24 hours on weekdays and within 48 hours on weekends, sometimes quicker.

**Submitting Assignments:** You will submit all assignments through the Blackboard Assignment Tool.

**Required TED Attendance Policy**

**Attendance:**

Class attendance and punctuality, preparation, and participation are expected. It is your responsibility to sign the attendance sheet each class period. I want you to be in class – every class. Your students deserve a qualified, competent teacher and full participation in your teacher training is one avenue by which you build your expertise and professionalism. In accordance with OP 34.04, absences due to university-sanctioned events and religious holidays will be excused with proper documentation or notification. Sick dogs, car trouble, best friend’s wedding, although real-life reasons, will NOT be considered “excused absences.”

In the event that you have an absence due to a medical emergency or a family tragedy, absences can be excused but only by working directly through the Dean of Students offices (http://www.depts.ttu.edu/dos/) to provide official documentation and notification. All instructors are required by department policy to make no exceptions to attendance except under this circumstance.

**Impact of Non-Attendance**

Also in accord with OP 34.04, the teacher education program has set the standard for attendance expectations, and the impact of non-attendance on a candidate’s final grade. This standard is in effect for all TED courses and consists of the following:
- **One (1) unexcused absence** for the duration of the course. This one absence will not impact your grade.

- **Arriving late (> 5 minutes)** or leaving before dismissal is equal to \( \frac{1}{2} \) unexcused absence.

- **After two unexcused absences**, the program requires the instructors to deduct 5 percent from the candidate’s final grade for each absence until being dropped from the course.

- For a 3-credit, 15-week course, the candidate will be dropped from the class upon the fourth unexcused absence (25%), and receive either a W or an F depending on the time of the semester.

**Student Absence for Observance of a Religious Holy Day (OP 34.19)**

- "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

- A student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

- A student who is excused under Section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Late Assignments**

Assignments are due at the beginning of the regularly scheduled class period on the due date. All assignments are to be submitted as a hard copy; emailed copies of work will not be accepted unless noted by the instructor. Computer/Printer failure is not an excuse for late assignments. Any assignment that is turned in after we have collected them during class (or submitted them online) is considered late. **Late assignments will be assessed a 5% penalty off of the earned grade.** You will have one additional day from the original due date to submit your assignment. **After that time, the assignment will no longer be accepted.** If you will be absent on the day an assignment is due, you may turn the assignment in early. If your assignment is late due to an excused absence, you will have three days following your return to classes to complete the assignment without penalty. After that time, the assignment will be considered late and the penalty imposed.

Please be advised, you assume all risk associated with e-mail submission. In the event of technical difficulties with video capture or upload, the candidate must resolve the issue by close of business on the day after the upload is due.
**Resubmission or Extra-Credit Assignments**

There are **no “re-do” or extra credit assignments** associated with this class. Candidates are expected to seek guidance and feedback BEFORE an assignment is due. It is at the approval of the instructor that a teacher candidate may correct or resubmit an assignment, but no corrected assignment may score more than 70% of the original grade.

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**TTU Resources for Discrimination, Harassment, and Sexual Violence (Title IX)**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titlex.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/ (Provides confidential support on campus.)
- TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.)
- Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.)
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness.)
- Texas Tech Police Department, 806-742-3931, http://www.depts.ttu.edu/tpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

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**Academic Dishonesty (OP 34.12)**

Individuals found to be engaging in practices deemed to be “academic dishonesty” will receive no credit for the assignment.

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.
“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

a) “Cheating” includes, but is not limited to copying from another student’s assignment.

b) “Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d) “Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e) “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Please make sure that you reviewed the university’s policy on Academic Integrity available online at http://www.depts.ttu.edu/studentconduct/academicinteg.php

Students with Disabilities

Any student who, because of a disabling condition, may require special arrangements, in order to meet course requirements, should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has
been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405 or see information at http://www.depts.ttu.edu/students/sds/.

Other Notes

This course has various hands-on activities. In addition to basic computer skills, students will use other software to complete assignments.

Some projects in this course will take a considerable amount of time. Regardless of skill level, manage your time wisely so that you may produce the expected standard of work and be prepared to spend an appropriate amount of time outside of class working with the different applications and projects. Do not hesitate to ask for assistance.

Make sure that you have the required software in your computer.
Appendix A: Apply and Evaluate Lesson
Course: EDIT 3318 Applications of Technology in Education

Distinctive Skills:
Use of a variety of software applications and technology tools to facilitate instructional strategies that engage and advance diverse learners.

A&E Lesson Objectives:
Develop and deliver technology integrated instruction that increase student engagement and achievement by using technology tools.

Description:
Teacher candidates (TCs) will plan, teach, videotape, and assess a 10-15 minute mini-lesson that involves technology enhanced instruction in their content area. The TCs will apply appropriate technology integration method(s) for the lesson topic to support student mastery of the learning objectives.

After recording their lesson, they will upload a video to Swivl website and tag the video on events that exhibit evidence of behaviors specified in the TAP indicators. Next, the TCs will complete the self-reflection to evaluate their technology integration.

TAP Rubric Indicators: Presenting Instructional Content (PIC) and Questioning (Q)
Additional Indicator: Technology

Lesson Assessment Criterion:
A&E execution (30 points): Rubric is attached
- Application procedure: Preliminary lesson plan (3 points), Lesson plan (10 points), and Video capture, upload and sharing (3 points)
- Evaluation procedure: Video tags for PIC (3 points) and tags for Q (3 points), and Self-evaluation (8 points)

TAP Indicator Demonstration (20 points): Rubric is attached
- Presenting Instructional Content
- Questioning

Lesson Development Procedures:
1. Planning the Lesson and Preparing Materials

To prepare for applying this lesson in a clinical field experience, teacher candidates complete a preliminary technology integration lesson plan based on a given template.

With the preliminary lesson plan, TCs will have a pre-conference with the instructor to improve the technology integration plan.

After the pre-conference, TCs will develop the actual lesson plan. The lesson plan document includes topic, time, objectives, technology tools, teacher activities, student activities, and other resources. More specifically, the technology tools section should contain the rationale for the tools they will use, and all activities and materials should be appropriate for the instructional context (e.g., small group or whole group), aligned with the lesson objective, and appropriate for the age of target students.

The teacher candidates should reference the selected TAP indicators for this assignment and other standards identified by the instructor.
2. Implementation

This portion of the assignment will directly involve the teacher candidate in providing instruction to students. This instructional event will occur during the clinical placement day and includes the following components:

(1) Video capture of the instructional event (up to 15 minutes) using Swivl and uploading to the website within 24-hours of capture.

(2) Tag specific segments of film that correspond to the required TAP indicators (PIC and Q, See the rubric below)

3. Evaluation

Self-observation and evaluation: Teacher candidates will self-observe and record/organize evidence from the lesson according to the assignment rubric using the forms and procedures outlined by the instructor.

Finally, the instructor evaluates each student’s lesson based on the TAP indicators (20 points).
Technology Integration Lesson Plan (EDIT 3318)

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

Standard (TEK):

TEKS for Technology Application:

Objective (Explicit and should be measureable):

Materials (Including Technology Tools):

The Technology Tools should:
- Provide visuals for the organization of the lesson, examples, illustrations, analogies, and/or summaries of the lesson.
- Logical sequencing and segmenting.
- Incorporate multimedia and technology.
- Provide meaningful questions consistently sequenced with attention to the instructional goals.
- Require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Encourage students generate questions that lead to further inquiry and self-directed learning.

Activity:

<table>
<thead>
<tr>
<th>Opening (e.g., motivation, objectives, review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Will:</td>
</tr>
</tbody>
</table>

I DO (Direct Teaching)

| Teacher Will: | Students Will: |

WE DO (Guided Practice)

| Teacher Will: | Students Will: |

YOU DO (Independent Practice)

| Teacher Will: | Students Will: |

Closing (e.g., student reflection, introducing next class)

| Teacher Will: | Student Will: |

Self-Evaluation Report
Rate yourself in the following areas using a 3-point scale with three being the highest score and one being the lowest. Provide a brief explanation of your rating.

1. ________ My lesson incorporated appropriate technology enhanced instructional presentation/assessment method(s) and tool(s) to meet both the needs of the content being taught and the students.
   Explanation:

2. ________ My technology integration supported the lesson’s objectives and sustained students’ attention and engagement.
   Explanation:

3. ________ My technology integration successfully engaged students in learning activities.
   Explanation:

Respond to the following questions:

1. What worked well?

2. What challenges did I face?

3. Based on my experience, what would I do differently and why?

4. In regard to integrating instructional technology in my lessons, what skills do I feel I need further support?

Great 8 TAP Indicators for Tech Teach
### Exemplary (5)
- Instructional plans include:
  - Measurable and explicit goals aligned to state content standards;
  - Activities, materials, and assessments that:
    - are aligned to state standards.
    - are sequenced from basic to complex.
    - build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.
    - provide appropriate time for student work, student reflection and lesson and unit closure;
  - evidence that plan is appropriate for the age, knowledge, and interests of all learners and;
  - evidence that plan provides regular opportunities to accommodate individual student needs.
- Standards and Objectives:
  - All learning objectives and state content standards are explicitly communicated.
  - Sub-objectives are aligned and logically sequenced to the lesson’s major objective.
  - Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.
  - Expectations for student performance are clear, demanding, and high.
  - State standards are displayed and referenced throughout the lesson.
  - There is evidence that most students demonstrate mastery of the objective.
- Presenting Instructional Content:
  - Presentation of content always includes:
    - Visuals that establish the purpose of the lesson, review the organization of the lesson, and include internal summaries of the lesson;
    - Examples, illustrations, analogies, and labels for new concepts and ideas;
    - Modeling by the teacher to demonstrate his or her performance expectations;
    - Concise communication;
    - Logical sequencing and segmenting;
    - All essential information and;
    - No irrelevant, confusing, or nonessential information.

### Proficient (3)
- Instructional plans include:
  - Goals aligned to state content standards;
  - Activities, materials, and assessments that:
    - are aligned to state standards.
    - are sequenced from basic to complex.
    - build on prior student knowledge.
    - provide appropriate time for student work, and lesson and unit closure;
  - evidence that plan is appropriate for the age, knowledge, and interests of most learners, and;
  - evidence that the plan provides some opportunities to accommodate individual student needs.
- Standards and Objectives:
  - Most learning objectives and state content standards are communicated.
  - Sub-objectives are mostly aligned to the lesson’s major objective.
  - Learning objectives are connected to what students have previously learned.
  - Expectations for student performance are clear.
  - State standards are displayed.
  - There is evidence that most students demonstrate mastery of the objective.
- Presenting Instructional Content:
  - Presentation of content most of the time includes:
    - Visuals that establish the purpose of the lesson, review the organization of the lesson, and include internal summaries of the lesson;
    - Examples, illustrations, analogies, and labels for new concepts and ideas;
    - Modeling by the teacher to demonstrate his or her performance expectations;
    - Concise communication;
    - Logical sequencing and segmenting;
    - All essential information and;
    - No irrelevant, confusing, or nonessential information.

### Unsatisfactory (1)
- Instructional plans include:
  - Few goals aligned to state content standards.
  - Activities, materials, and assessments that:
    - are rarely aligned to state standards.
    - Are rarely logically sequenced.
    - Rarely build on prior time for student knowledge.
    - Inconsistently provide time for student work, and lesson and unit closure.
  - Little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;
  - Little evidence that the plan provides some opportunities to accommodate individual student needs.
- Standards and Objectives:
  - Few learning objectives and state content standards are communicated.
  - Sub-objectives are inconsistently aligned to the lesson’s major objective.
  - Learning objectives are rarely connected to what students have previously learned.
  - Expectations for student performance are vague.
  - State standards are displayed.
  - There is evidence that few students demonstrate mastery of the objective.
- Presenting Instructional Content:
  - Presentation of content rarely includes:
    - Visuals that establish the purpose of the lesson, review the organization of the lesson, and include internal summaries of the lesson;
    - Examples, illustrations, analogies, and labels for new concepts and ideas;
    - Modeling by the teacher to demonstrate his or her performance expectations;
    - Concise communication;
    - Logical sequencing and segmenting;
    - All essential information and;
    - No irrelevant, confusing, or nonessential information.
<table>
<thead>
<tr>
<th>Activities and Materials</th>
<th>Exemplary (5)</th>
<th>Proficient (3)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support the lesson objectives;</td>
<td>• Support the lesson objectives;</td>
<td>• Support the lesson objectives;</td>
<td></td>
</tr>
<tr>
<td>• Are challenging;</td>
<td>• Are challenging;</td>
<td>• Are challenging;</td>
<td></td>
</tr>
<tr>
<td>• Sustain students’ attention;</td>
<td>• Sustain students’ attention;</td>
<td>• Sustain students’ attention;</td>
<td></td>
</tr>
<tr>
<td>• Elicit a variety of thinking</td>
<td>• Elicit a variety of thinking</td>
<td>• Elicit a variety of thinking</td>
<td></td>
</tr>
<tr>
<td>• Provide time for reflection;</td>
<td>• Provide time for reflection;</td>
<td>• Provide time for reflection;</td>
<td></td>
</tr>
<tr>
<td>• Are relevant to students’ lives;</td>
<td>• Are relevant to students’ lives;</td>
<td>• Are relevant to students’ lives;</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities for students-to-student interaction;</td>
<td>• Provide opportunities for students-to-student interaction;</td>
<td>• Provide opportunities for students-to-student interaction;</td>
<td></td>
</tr>
<tr>
<td>• Induce student curiosity and suspense;</td>
<td>• Induce student curiosity and suspense;</td>
<td>• Induce student curiosity and suspense;</td>
<td></td>
</tr>
<tr>
<td>• Provide students with choices;</td>
<td>• Provide students with choices;</td>
<td>• Provide students with choices;</td>
<td></td>
</tr>
<tr>
<td>• Incorporate multimedia and technology and;</td>
<td>• Incorporate multimedia and technology and;</td>
<td>• Incorporate multimedia and technology and;</td>
<td></td>
</tr>
<tr>
<td>• Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)</td>
<td>• Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)</td>
<td>• Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)</td>
<td></td>
</tr>
<tr>
<td>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>Exemplary (5)</td>
<td>Proficient (3)</td>
<td>Unsatisfactory (1)</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>The teacher thoroughly teaches two or more types of thinking:</td>
<td>The teacher thoroughly teaches one type of thinking:</td>
<td>The teacher implements no learning experiences that thoroughly teach any type of thinking.</td>
</tr>
<tr>
<td></td>
<td>• Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</td>
<td>• Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</td>
<td>• Practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creative thinking, where students create, design, imagine, and suppose; and</td>
<td>• Creative thinking, where students create, design, imagine, and suppose; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher provides opportunities where students:</td>
<td>The teacher provides opportunities where students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generate a variety of ideas and alternatives;</td>
<td>• Generate a variety of ideas and alternatives;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze problems from multiple perspectives and viewpoints; and</td>
<td>• Analyze problems from multiple perspectives and viewpoints.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>Teacher questions are varied and high quality, providing a balanced mix of question types:</td>
<td>Teacher questions are varied and high quality, providing some, but not all question types:</td>
<td>Teacher questions are inconsistent in quality and include few question types:</td>
</tr>
<tr>
<td></td>
<td>- Knowledge and comprehension;</td>
<td>- Knowledge and comprehension;</td>
<td>- Knowledge and comprehension;</td>
</tr>
<tr>
<td></td>
<td>- Application and analysis; and</td>
<td>- Application and analysis; and</td>
<td>- Application and analysis; and</td>
</tr>
<tr>
<td></td>
<td>- Creation and evaluation</td>
<td>- Creation and evaluation</td>
<td>- Creation and evaluation</td>
</tr>
<tr>
<td></td>
<td>• Questions are consistently purposeful and coherent.</td>
<td>• Questions are usually purposeful and coherent.</td>
<td>• Questions are random and lack coherence.</td>
</tr>
<tr>
<td></td>
<td>• A high frequency of questions is asked.</td>
<td>• A moderate frequency of questions asked.</td>
<td>• A low frequency of questions is asked.</td>
</tr>
<tr>
<td></td>
<td>• Questions are consistently sequenced with attention to the instructional goals.</td>
<td>• Questions are sometimes sequenced with attention to the instructional goals.</td>
<td>• Questions are rarely sequenced with attention to the instructional goals.</td>
</tr>
<tr>
<td></td>
<td>• Questions regularly require active responses (e.g., whole-class signaling, choral response, written and shared responses, or group and individual answers).</td>
<td>• Questions sometimes require active responses (e.g., whole-class signaling, choral response, written and shared responses, or group and individual answers).</td>
<td>• Questions rarely require active responses (e.g., whole-class signaling, choral response, written and shared responses, or group and individual answers).</td>
</tr>
<tr>
<td></td>
<td>• Wait time (3-5 seconds) is consistently provided.</td>
<td>• Wait time is sometimes provided.</td>
<td>• Wait time is inconsistently provided.</td>
</tr>
<tr>
<td></td>
<td>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</td>
<td>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</td>
<td>• The teacher mostly calls on volunteers and high-ability students.</td>
</tr>
<tr>
<td></td>
<td>• Students generate questions that lead to further inquiry and self-directed learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# A&E Procedures Rubric

## EDIT 3318

<table>
<thead>
<tr>
<th>Fulfilled All Requirements</th>
<th>Fulfilled Most Requirements</th>
<th>Fulfilled Some Requirements</th>
<th>Fulfilled Few Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Planning &amp; Implementing</strong></td>
<td>Preliminary lesson plan is sufficiently prepared, makes needed modifications to plan, and communicates with instructor in the time frame specified. (3 points)</td>
<td>Preliminary lesson plan is sufficiently prepared, but does NOT make modifications to plan, or does not communicate in the time frame specified. (3 points)</td>
<td>Preliminary lesson plan is not sufficiently prepared, does not make modifications specified, or does not communicate with the instructor in the time frame specified.</td>
</tr>
<tr>
<td><strong>Technology integration lesson plan</strong></td>
<td>Contains all required components, and technology tools are applied in a creative way. (10 points)</td>
<td>Contains all required components, but technology integration idea is conventional.</td>
<td>Neither contains all required lesson plan components nor employs technology tools.</td>
</tr>
<tr>
<td><strong>Capture event and upload/share</strong></td>
<td>Successfully captures instructional event, and upload and share it within 24-hours period. (3 points)</td>
<td>Successfully captures instructional event, but does not upload until after 48-hour period</td>
<td>Does not successfully capture instructional event.</td>
</tr>
</tbody>
</table>

## B. Evaluation

| Prove the evidence of technology integration by tagging video. | Produces multiple tags in the video of the event that exhibit evidence of many behaviors specified in the TAP indicators; the tags are appropriately related to the TAP indicators and include a brief description of the lesson connection. Technology will be tagged with the name of the tool and description of student task. (6 points) | Produces multiple tags in the video of the event that exhibit evidence of many behaviors specified in the TAP indicators; the tags are appropriately related to the TAP indicators and include a brief description of the lesson connection. Technology is tagged with the name of the tool or description of student task. (4 points). | A few tags are inserted in the video, and/or tags are completely unrelated to the TAP indicators or technology integration. (3 points) | Inadequately completes the self-evaluation report. | Does not complete the self-evaluation report. |

| Submit self-evaluation report | Respond to the all questions in the self-evaluation report, but the responses are well-elaborated. (8 points) | Respond to the all questions in the self-evaluation report, but the responses are inadequately completed. | | | |

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Candidate Name: ___________________________  Date: ___________________________

Total Procedure Points Earned: ________/30
# A&E Instructional Competencies Rubric for Target TAP and Technology Indicators

**EDIT 3318**

<table>
<thead>
<tr>
<th>Presenting Instructional Content</th>
<th>Proficient: Rock-Solid Teaching</th>
<th>Mostly Proficient: Evidence that some behaviors are missing</th>
<th>Unsatisfactory: Evidence that most behaviors are missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 total points</td>
<td>14 total points</td>
<td>8 total points</td>
</tr>
<tr>
<td>Textual representation</td>
<td>Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson</td>
<td>Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson</td>
<td>Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson</td>
</tr>
<tr>
<td>Textual representation</td>
<td>Examples, illustrations, analogies, and labels for new concepts and ideas</td>
<td>Examples, illustrations, analogies, and labels for new concepts and ideas</td>
<td>Examples, illustrations, analogies, and labels for new concepts and ideas</td>
</tr>
<tr>
<td>Textual representation</td>
<td>Modeling by the teacher to demonstrate his or her performance expectations</td>
<td>Modeling by the teacher to demonstrate his or her performance expectations</td>
<td>Modeling by the teacher to demonstrate his or her performance expectations</td>
</tr>
<tr>
<td>Textual representation</td>
<td>Logical sequencing and segmenting</td>
<td>Logical sequencing and segmenting</td>
<td>Logical sequencing and segmenting</td>
</tr>
<tr>
<td>Textual representation</td>
<td>All essential information and no irrelevant, confusing, or nonessential information</td>
<td>All essential information and no irrelevant, confusing, or nonessential information</td>
<td>All essential information and no irrelevant, confusing, or nonessential information</td>
</tr>
</tbody>
</table>

| Questioning Technology           | Teacher questions are varied and high quality, and provide mix of question types | Teacher questions are varied and high quality, but not all types of questions are provided | Teacher questions are inconsistent in quality and include few question types |
| Textual representation           | Questions are consistently sequenced with attention to the instructional goals | Questions are sometimes sequenced with attention to the instructional goals | Questions are sometimes sequenced with attention to the instructional goals |
| Textual representation           | Questions regularly require active responses | Questions sometimes require active responses | Questions sometimes require active responses |
| Textual representation           | Students generate questions leading to further inquiry and self-directed learning | Students generate questions leading to further inquiry and self-directed learning | Students generate questions leading to further inquiry and self-directed learning |

| Textual representation           | Technology enhances the content area TEKS | Technology enhances the content area TEKS | Technology enhances the content area TEKS |
| Textual representation           | Technology tools/resources implemented connect to the TA TEKS stated | Technology tools/resources implemented connect to the TA TEKS stated | Technology tools/resources implemented connect to the TA TEKS stated |
| Textual representation           | Technology actively engages all students during the lesson | Technology actively engages all students during the lesson | Technology actively engages all students during the lesson |

**Candidate Name:** ________________________________  **Date:** _________________________

**Grade Calculations:**

- A&E Execution: ______________________ (30 possible)
- A&E Demonstration: ____________________ (20 possible)
- Total Points: ____________________ (50 possible)
Appendix B:

We will use Swivl website to upload your classroom video. Please click the student guideline for Swivl to see the guideline document.