DE 3100 – Educational Technology for Preservice Teachers in Schools

Texas A&M University - Corpus Christi
College of Education – Teacher Education – Educational Technology

Course Syllabus – Spring, 2016

Professor: Dr. Elwood
e-mail: via BlackBoard course site (preferred)
or susan.elwood@tamucc.edu

Course time frame and location:
January 20 – May 6, 2016
Blended course; limited face to face

Office Hours:
Online; email for an appointment to WebEX conference. No webcam needed; may conference with internal speakers only; can share files and screens.

Face to face times possible T, W, Th 12:00-2:00 pm (FC 252) or by 24+ hour advanced appointment via email to susan.elwood@tamucc.edu

I. DESCRIPTION

This field-based integrated course is designed to provide educators with an overview of basic resource tools and instructional methods to be considered when designing and developing educational technology integrated curriculum plans. This field-based infused seminar will look at basic integrated applications in creating electronic portfolios for all students. Aspects of online collaborative tools and their pedagogical implications in K-12 environments will also be incorporated.

Credit Hours: 1

II. RATIONALE

Integrating technology into meaningful learning experiences is of great importance in educational learning environments. More specifically, the TEKS and TExES competencies integrate technology into numerous curricular objectives. Integrating meaningful technology learning experiences into the preservice teacher site curriculum will help K-12 students, preservice teachers, teachers and college faculty incorporate a range of technology to enhance learning and teaching.

III. OBJECTIVES AND OUTCOMES

This field-based infused seminar is designed to enable you to:
● Communicate electronically and collaboratively with peers and mentor teachers to enhance curricular planning, instructional strategies and the use of technology
● Incorporate a range of technology to enhance teaching and learning

IV. INSTRUCTIONAL METHODS AND ACTIVITIES

Instructional methods and activities in this course include:
● Online experiences (discussion threads, collaborative documents, instructional delivery, experiential / exploratory discovery, mentoring)
● Face to face experiences (lecture/discussion, demonstrations, student presentations, mentoring)

V. ASSIGNMENTS

*Note: Submission of assignments will generally be through your BlackBoard course with links to any online creations.

Items Due:

1) Course Intro and Syllabus Quiz: You will be asked to complete an introductory slide as your part to a combined student roster for this course. You will also be asked to review a few tools that you may use in your Technology Integrated Experience (TIE) activity or lesson that will be outlined in your introductory slide. A syllabus quiz completes the first phase of course requirements.

2) Copyright Quiz & Poster: The major component of this assignment is the reading and absorption of copyright laws as they pertain to K-12 education.
   a) Complete a copyright quiz, which will be open for only a 24-hour period. Mark this date in your calendar as the quiz will not be reopened under any circumstances.
   b) Produce a poster of the top 10 current copyright rules for the students in your current or future classroom. Instruction is provided in a PowerPoint so be sure to save these instructions for your future use. Your poster must be absolutely unique!

3) Tech Specs Assignment: You will gather information regarding the technology available in your field-based classroom and school. These facts will be helpful as you plan the lessons you will teach. In addition, some of this information will be needed for your TIE Planning Post assignments. Information required includes number and placement of computers, software versions, lab availability, Internet access, etc. Complete instructions are provided in the course materials list.

4) Workshop participation: You will experience a sample classroom Technology Integrated Experience (TIE) project on TAMUCC’s campus. Come prepared by bringing at least one TEK that you plan on implementing into a future lesson plan at your site. Show this in hard-copy form to me as you sign in to the workshop no later than 5 minutes before the workshop begins. If your cooperating teacher isn’t able to specify a date and TEK before the workshop, then please request a scope and sequence for a
particular week or at least the six-week session in which you’ll teach your field-based lessons. Bring with you the completed Tech Specs assignment for reference.

5) Individual Planning Review: You will show substantial final draft preparation of your TIE plan discussion thread needs by the time of your site visit or WebEX group presentation times. (See Bb course content related section for the schedule.) Show your lesson plan and TIE prepared documents. Express any concerns related to the completion of your TIE for classroom implementation. To receive full participation points for this, you must attend both the session before you as a listening ear and collaborative idea generator and your session as active presenter focused on your TIE activity development. Sign up for a time under the related course content Bb area.

6) TIE Planning Post: Completion of this assignment will include the planning and implementation of an approved technology into one of your preservice teacher site lesson plans or as a separate activity. This needs to include hardware and/or software new to you. PowerPoint is NOT considered a TIE activity! Any non-approved implementation may result in your having to conduct another activity or lesson. Include your plan and introductory student files in your first reflective discussion post regarding this TIE Active Participation lesson in which students will actively use technology (higher-level VoiceThread reflections, Google Drive collaborative documents or presentations, etc).

7) TIE Product & Reflection Post: Your second discussion thread entry regarding this lesson or activity will include completed student artifacts linked within your second discussion thread entry as well as a personal reflection as to what worked well, lessons learned, and Higher-Order Thinking challenge question(s) for peers reviewing your thread.

Communication Guidelines

The BlackBoard Mail tool is recommended for most private communication within the course. When contacting your instructor or your co-learners in the course, always use the BlackBoard Mail tool for course related communications rather than another personal e-mail account (e.g., Yahoo or Google email). This will allow the instructor and your co-learners to access assignments, questions, and course material more efficiently.

VI. CALENDAR, GRADING, and DUE DATES

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Est. % of grade</th>
<th>Due Date by midnight; location, if other than online</th>
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<tbody>
<tr>
<td>Course Intro Slide &amp; Syllabus Quiz</td>
<td>30</td>
<td>6%</td>
<td>Syllabus Quiz - Friday, January 22nd Intro Slide – Monday, January 25th</td>
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<tr>
<td>Copyright Quiz &amp; Poster</td>
<td>100</td>
<td>20%</td>
<td>Friday, February 12th</td>
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<tr>
<td>Tech Specs</td>
<td>25</td>
<td>5%</td>
<td>Monday, February 22nd</td>
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<tr>
<td>Workshop</td>
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<td>20%</td>
<td>TBA; TAMUCC; see Bb announcements for location; bring a laptop if possible with WiFi,</td>
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<tr>
<td>Individual Plan Review</td>
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<td>14%</td>
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<tr>
<td>TIE Planning Post / (Discussion Thread / Forum)</td>
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<tr>
<td>TIE Product and Reflection Post (Discussion Thread / Forum)</td>
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<td>TOTAL</td>
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**Course Intro & Syllabus Quiz Rubric (30 pts)**

1. /5 Average head/shoulder shot of YOU only is the pic on the slide.
2. /5 Information template respected and completed.
3. /15 Two to three initial ideas for TIE projects shared via the links you discovered in the initial TIE planning ideas “resource site” link. Include the Bloom’s level, general tool link, and specific link to an example for each unique tool idea. Collaborative applications in which students collaborate electronically are the focus! Note two peer names to whose slides you commented. If you are #3, comment to another peer’s idea(s). (“Insert / comment” on the slide itself.)
4. /5 Syllabus quiz

**Copyright Poster Rubric & Quiz Post (100 pts)**

1. /20 Poster technical directions followed as provided. File attached as one slide.
2. /30 Information on poster spans current copyright law and at least three different types of media. Information is detailed per appropriate grade level student. At least ten unique facts are provided. Poster worded to student audience.
3. /10 Poster is neat in appearance; no grammatical errors. No excessive white space or large fonts.
4. /30 The message area contains summative, major points with the following subtitles after the “Copyright in my future classroom” title: Images; Videos; Text; Sounds. Links to specific, referenced websites are given by URL shorteners (bitly.com, tinyurl.com, goo.gl, etc). Links are to more grade level info and fair use resources, such as images, sounds, and videos.
5. /10 Copyright Quiz. Base questions from study notes; study notes allowed; quiz timed.

**Tech Specs Rubric (25 pts)**

1. /10 Drawing of room was completed on an electronic device and accurately depicts all available technology located within the room.
2. /10 Specifications of all technology tools in classroom provided, including tool type, make and model,
and what general software is used with that device.

3. __/5 List of additional available resources.

**Workshop Participation (100 pts)**

1. __/30__ At least one content TEK per desired lesson focus printed and submitted as you sign in for the workshop. (You may have more than one TEK, if undecided upon the lesson to be taught. It is YOUR responsibility to communicate the need for a lesson date and TEK for this technology workshop, NO excuses. Scope and sequences are available at every campus.) Included on that print out are your top online application choices and ideas for integration into a lesson. (See Course Materials / TIE tools, Resources links.) Submit one hard-copy; keep the other for yourself during the workshop.

2. __/10__ Your site-based lesson plan template is electronically accessible to you for the workshop.

3. __/30__ Your positive and focused attention is given during all workshop activities. No electronic distractions witnessed.

4. __/30__ The post-workshop discussion thread is completed as directed in the discussion thread directions within 24 hours of the workshop.

**Individual Plan Review (70 pts)**

1. __/10__ Participation through a listening ear and collaborative voice given in full to the presenter before you.

2. __/20__ Hard-copy of lesson plan with TIE related objective(s) and activities highlighted.

3. __/30__ Electronic link to TIE activity readily accessible during your presentation. (Link to it as you’re listening to the presentation before you.) TIE activity needs to be in full final draft form, ready to take into the classroom.

4. __/10__ Verbal overview of your TIE activity implementation. Be able to describe the classroom management plan as directly related to your TIE activity from the beginning to the end of the class time. Do not consume time with full descriptions of other simultaneous class activities.

**TIE Planning Discussion Post Checkbric & Directives**

You are to employ experiential and exploratory learning techniques by experimenting with various technologies, using provided help menus, manuals, web site searches, etc. “Various technologies” include any software or web-based applications that engage your students in the production or synthesis of knowledge or your CT’s readily available Smart Boards, iPads, etc. The students’ collaborative use of the classroom’s 3-5 computers is mostly commonly expected. You will then present your project within appropriate BlackBoard discussion threads. The purpose of this is to share your knowledge and discuss or demonstrate how your technology could be implemented into the classroom (Bloom’s Application).
Teams of two will be allowed, but you will need to demonstrate that each of you had unique responsibilities to the shared exploration by first proposing a team project plan to your instructor, following the checkbric guidelines below. The checkbric will apply individually for uniquely submitted work!

**TIE Planning Discussion Post Checkbric (75 pts)**

Planning documentation will be included in the TIE planning discussion thread. Note: Please copy/paste your document contents within the message area of the discussion thread post. NO FILE ATTACHMENTS for the planning document, unless you’re attaching one storyboard attached file.

1. ___/15    Lesson Framing: Top of document must include your Name, School Site, Grade, Full Lesson Title (to give us a direct content reference), Cooperating Teacher, and Field-Basing Professor. Also include the hardware and software selections used in your TIE project, making careful note of item (SmartBoard, iPad, etc), brand and model number, names and versions of software or applications, etc.

2. ___/30    HOTS in Tool Features: Chosen tool(s) enhance(s) the learning objectives by using tool features well. Give specific descriptions as to how you will use the tool features for students’ higher-level thinking and processing during the TIE activity. For example: "Hyperlinks within the notes area of Google Presentation will link to the team's main informational resource used in answering their team's slide HOTS questions."

3. ___/15    Assessment: Technology used addresses the linkage of the objectives to the assessment in relation to the use of the technology. Specifically describe how you will assess your lesson objectives with the use of the chosen TIE tools.

4. ___/5     Standards & Objectives: Listed state standards and lesson objectives addressed. 1 or more appropriate TEKs (technology) standard(s) provided in addition to content standards in relation to the TIE activity. Use of color-coding by highlighting appropriate TIE lesson plan text expected.

5. ___/10    Scripts and storyboard: Drawings and scripts for any “products” to be shown to students. These could simply be pictures of hand drawn images that are attached to your post. You could also link a Google Drive presentation with the images. (The Google Drive presentation is what was used in your introductory slide presentations. You would need to open your own account.) These are often enhancements to your storyboards created for the 1-1 planning sessions at your site after the workshop.

**TIE Product and Reflection Post Rubric (100 pts)**

1. /10 Planning Items: All planning and initial implementation documents are gathered in one folder; compressed (right click / “zip” or “compress”) and attached to the post. These documents can be a combination of word-processed docs, URLs to collaborative tools and products, or images. Note: IF you used a Smart Board, iPad, or other piece of hardware: Include a video of you explaining the technology used to your peers in 3-5 minutes and demonstrates exactly HOW you used the technology in the lesson. Video is a separate attachment; NOT contained in the
2. **2/30 Student Finished Samples:** Include student-finished examples. Make sure you attach and/or hyperlink to students’ finished products. This could also include screen-shots (“print screen” pasted into a PowerPoint slide on a PC, or command+shift+3 on a Mac), pictures, or short videos focused directly on the computer screen.

3. **2/30 Personal Reflection:** Include a personal reflection as to what worked well, lessons learned, and three Higher-Order Thinking challenge question(s) for peers reviewing your TIE planning and implementation documents related to the collaborative nature of the tools or methods, including classroom behavior preparation. Include a “best promotion” picture of you in action during the lesson (with backs of students’ heads).

4. **2/30 Peer to Peer Reflections:** Your three peer-to-peer questions within your original submission are in relation to your planning and implementation of your TIE activity. Ask questions related to the planning process, specific features of tools used, or how to engage the students in greater higher-order-thinking through technology. Make sure you reflectively reply to three peer posts. If you are #4, find another peer. This reflective process is worth gold!!

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<thead>
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<td>A</td>
<td>450-500</td>
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<td>B</td>
<td>400-449</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>299 &amp; below</td>
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**VII. STATE PROFICIENCIES, TExES COMPETENCIES, & TECHNOLOGY APPLICATIONS STANDARDS FOR ALL BEGINNING EDUCATORS**

<table>
<thead>
<tr>
<th>State Proficiencies (link)</th>
<th>TExES Competencies (PPR) (link)</th>
<th>TechApp Standards (below)</th>
<th>Assignments</th>
</tr>
</thead>
</table>
A. Learner-Centered State Proficiencies

See Appendix A for the Texas Learner-Centered Proficiencies.

B. TExES Competencies / Pedagogical and Professional Responsibilities (PPR)

See Appendix B for the TExES Competencies addressed for the PPR exam.

C. Technology Applications Standards for All Beginning Educators

The State Board for Educator Certification (SBEC) approved educator certification standards in Technology Applications for all beginning educators. They are based on the Technology Applications TEKS for Grades 6-8. These standards are a part of the Texas Examination of Educator Standards (TExES) test frameworks in Pedagogy and Professional Responsibilities. See Appendix A for a more detailed listing of the standards or visit [http://class.sprnet.org/target/sbec_standards.htm](http://class.sprnet.org/target/sbec_standards.htm) for the PDF file download.

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<tr>
<td>I.</td>
<td>All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.</td>
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<td>II.</td>
<td>All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.</td>
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<td>III.</td>
<td>All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.</td>
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<td>IV.</td>
<td>All teachers communicate information in different formats and for diverse audiences.</td>
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<td>V.</td>
<td>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.</td>
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VIII. POLICIES

Notes:
*TIE = Technology Integrated Experience: the EC-6 student activity you will incorporate into one of your field-basing site lesson plans. For you, this also means the associated planning process and careful consideration of the documents supporting that process.

*Plan ahead; avoid procrastination. If you need to communicate with people, do so early on, rather than waiting and discovering your CT is out sick, etc. Use various forms of communication (face to face, email, texting quick messages, etc) to achieve your communication need. Ask for and adapt to their preferred style of communication and follow up with a secondary form of communication.

**Mentoring / collaboration:** As part of policy and your course grade, you will be expected to collaborate and peer mentor within the BlackBoard environment. Various levels of technology experience exist within each course. Providing quality feedback and assistance to peers within the BlackBoard discussion threads will be recorded and evaluated based upon quality of information posted, as well as persistence throughout the course of TIE and ePort development.

**Late work:** Assignments submitted within one week past the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit. Quizzes are available only on the date provided to your field-basing section.

**IX. TEXTBOOK**

- No textbook needed for this course.

**X. REFERENCES**


XI. COURSE
POLICIES Academic
Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 11, 2014** is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://www.judicialaffairs.tamucc.edu/studentcofc.html](http://www.judicialaffairs.tamucc.edu/studentcofc.html)

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event and classes could not be held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of e-mail and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., e-mails, Blackboard, websites) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has both a primary and secondary means of contacting each student.

*Required by SACS
Appendix A

*TEXAS TEACHER PROFICIENCIES*

Adopted by the State Board of Education in February 1994. These proficiencies guide preservice preparation, professional development, and teacher appraisal practices for teachers in Texas.

**LEARNER-CENTERED KNOWLEDGE**
The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content areas, related disciplines and technology; participates in professional developmental activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

**LEARNER CENTERED INSTRUCTION**
To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who play a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps student’s link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a
positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teachers’ plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the result of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

LEARNER CENTERED COMMUNICATION
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentation; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for learners’ welfare.
Appendix B

PPR for Grades K-12

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The beginning teacher:

A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).

C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; sharing information through online communication).

E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).

F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

H. Identifies and addresses equity issues related to the use of technology.