

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 422 - Technology Tools for Teaching and Learning
Syllabus
Fall 2009

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CRN 41251 EDUC422 Meets 9:00 to 10:15 Tuesday & Thursday ACD 211
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College of Education Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by the COE Governance Community October, 1997)*

Course Description

This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) and anticipate entrance into the teacher preparation program. This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the College of Education's Teacher Performance Expectations (TPEs) in technology, and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program.

Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement. See link at [Computer Competency Requirements/CCR](#). This can be fulfilled by successful completion of one of the following:

- Taking the CSUSM CCR assessment or equivalent course OR
- Completion of an approved computer literacy course at the community college level.

Please see the final page of this syllabus for specifics on Prerequisite Competencies Required to Enroll in EDUC 422

This course focuses on the knowledge and skills necessary to apply education-oriented applications including productivity tools, graphic organizers, databases, spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools in educational settings. This course prepares teacher candidates to apply specific educational technology-based applications in methods courses for implementation in teaching and learning with students as well as to their own professional growth. When entering the teacher education program, College of Education faculty assume teacher candidates have competency in the applications covered in this course, and, therefore, will make assignments requiring teacher candidates to apply these skills.

Course Objectives

Teacher candidates will demonstrate competency in:

- A. Meeting the International Standards for Technology in Education as outlined by ISTE (NETS•T)
- B. Using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and

- C. Setting up an electronic portfolio using Task Stream for completion in the CSUSM teacher-credentialing program.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple and Single Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

Primary Emphasis

Teaching Performance Expectation (TPE 14) is based on ISTE NETS for teachers 2008 ([See Nets for Teachers](#) for detailed information).

Facilitate and Inspire Student Learning and Creativity
Design and Develop Digital-Age Learning Experiences and Assessments
Model Digital-Age Work and Learning
Promote and Model Digital Citizenship and Responsibility
Engage in Professional Growth and Leadership

Secondary Emphasis:

TPE 4 - Making Content Accessible
TPE 5 - Student Engagement
TPE 6 - Developmentally Appropriate Teaching Practices
TPE 7 - Teaching English Language Learners
TPE 12 - Professional, Legal and Ethical Obligations
TPE 13 - Professional Growth

Required Texts and Supplies

There is NO required textbook. NOTE: It is not necessary to purchase the educational software, as much of the specific software titles are available on the Web in demo-version and/or available on campus.

- A. ISTE Student Membership: (1.800.336.5191) (7:00 am to 4:30 pm) (\$54.00) or join online at <http://www.iste.org/>
Print confirmation for ISTE membership from screen when you register and submit to instructor by second class.
- B. Membership to **Task Stream** <http://www.taskstream.com/> (The cost is approximate, but may change \$25 one semester and up to \$65 for year) You will need a credit card for the charge. See directions at:
<http://lynx.csusm.edu/coe/eportfolio/index.asp>
Print confirmation for Task Stream membership from screen when you register and submit to instructor by second class.
- C. One mass storage device - USB key-drive (1 Gig or greater) **Bring to second class.**
- D. One CD-R or CD-RW (1x-8x speed)

- E. Use of Digital Video Camera for taping video project. Personal camera may be used OR checkout is available from Kellogg library on 2nd floor.
- F. One mini DV Digital Video Cassette for Digital Video Camera
- G. Use of campus email account and WebCT for course communication (provided free)
- H. Pay for Print Card. You can get this from ACD 202 or Kellogg library.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. A good student is one who adheres to standards of dependability and promptness. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these assignments require students use campus resources. All students must plan times they can work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, UH 271 and ACD211 in addition to other locations such as the library 2nd floor. PC labs are also readily available for your use. Students are required to use campus issued-email accounts and check WebCT at least two times per week outside of class to communicate with instructor and peers. All online communications with the instructor should be done through WebCT.

CSUSM Academic Honesty Policy

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from

other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Instructor Response Time

Generally, your instructor(s) will provide you with answers to questions submitted via the Course Mail and/or Discussion Board on a *weekly* basis. Though instructors are frequently online much more often than this, please keep in mind that instructors do not approach this class on an all-day-every-day basis. We encourage and watch for evidence that students demonstrate a consistent approach to the class, utilizing collaborative, positive, professional inquiry and problem-solving approaches. The Modules are specifically designed to foster collaboration and to encourage students to help other students on the Main Discussion Board. ALL written entries by students are visible to the instructor.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online discussions. Therefore, all writing will be looked at for content, grammar, spelling and format. I suggest you make an appointment with the writing center to get help with writing skills before submitting your written assignments and especially before submitting your narrative to Task Stream.
http://www.csusm.edu/writing_center/

Professional and Administrative Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of education.

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:

- On time arrival to all class sessions, both face-to-face and online. Please WebCT/email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, or on-line discussion time may not receive a passing grade for a course. (For summer session this means two or more classes missed. No exceptions are allowed)
- Advance preparation of readings and timely submission of assignments.
- Carefully considered, culturally aware approaches to solution finding.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, WebCT discussions and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
 - Make an EDUC 422 folder on your campus hard drive and save all your files in this folder
 - Save a back up of all files on your flash drive
 - Email files to yourself for further backup
 - Save backups on alternate or home computer
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.
- Select one or two class "buddies" (e.g., study group members or WebCT Discussion teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders. Note contact info here:
Buddy: _____ Telephone: _____
E-mail _____

Important Information about the Impact of the Mandated Faculty and Staff Furlough at CSUSM

The devastating California state budget cuts prohibit faculty and staff at CSUSM from working on eighteen furlough days during the 2009/10 academic year. I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are listed in the syllabus below.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur. At the posting of this syllabus, my furlough days were identified as Tues. Sept 29, Thurs. Oct 1, Fri. Oct 30, Mon. Nov.2, Tues. Nov 3, Tues. Nov 24, Weds. Nov 25, Tues. Dec. 1 and Weds. Dec 2.

Due to state budget reductions & mandated furloughs, the College of Education Administrative and Student Service Center offices will be closed the following days: 2009: Aug 7 & 21, Sept. 4 & 18, Oct. 2 & 16, Nov 6, 20, 25 & 30, Dec.18 & 31

Assignments

It is expected that students will proofread and edit their assignments prior to submission.

- a. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The depth of analysis and breadth of synthesis and application will determine a score. Please see performance rubric for all written assignments.
- b. The grade of any assignment will be negatively affected as a result of this oversight.

Following is a list of course assignments with a brief description of each. Full details are listed online within WebCT. Please note that modifications may occur at the discretion of the instructors. In addition to the assignments described below, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

In order to successfully complete this course, **ALL** assignments must be completed at an acceptable level noted on assignment directions and rubrics. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure to successfully complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering the program.

The percentage of weight for each assignment is noted next to the description of the topic. Late assignments or assignments missing required elements receive reduced points.

Grades are calculated in WebCT. You will be able to track what your grade is at any particular time in the class. The total amount of points possible for the class is approximately 200. So the point value assignment to each assignment corresponds to the percent of the grade it is worth in the class. For example the Final Taskstream assignment is worth 50 points, thus 25% of the overall class grade.

	Assignment	Description	Pts
1	Introductions	The purpose of this assignment is for students to introduce themselves, set up their profile in WebCT class roster, demonstrate the ability to contribute to online discussion boards and to apply Netiquette in the process. (Due First week)	10
2	Professional Memberships	Join Task Stream. See directions at http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm Use the two self-enrollment codes JF5BNH and 6SG3BA Join ISTE at http://www.iste.org/ International Society for Technology in Education (ISTE) is a nonprofit professional organization for educators. They provide valuable resources to improve teaching and learning through effective use of technology. (Due First week)	N/A
3	Ed Tech	Pre and post test educational technology skills located	N/A

	Assignment	Description	Pts
	Profile OPTIONAL	at http://www.edtechprofile.org/index.php	
4	Internet Bookmarks	Through use of a web-based resource/tool, students will organize and manage online resources for projects and courses. This tool will allow teacher candidates to continue to organize and share resources throughout COE program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use. (Due 9/14)	20
5	NETS-T	Students become familiar with national technology standards for teachers and demonstrate their understandings through thoughtful reflections in an online discussion board. (Due 9/21)	10
6	Journal Blog	Students reflect on course readings related to the NETS•T and NETS•S standards. Use of appropriate APA format and citations must be followed for listing all resources. Entries are made to the journal weekly. The journal is created and maintained online as a Blog and the URL is submitted for peer review and credit. (URL Due 11/2, three postings by 11/9)	20
7	Digital Citizenship/ Discussion Board & Newsletter	The purpose of this assignment is to become familiar with fair use and copyright laws. After becoming knowledgeable about various issues related to ISTE NETS for Teachers, Digital Citizenship standard, students will share their knowledge through the collaborative creation of a newsletter. Students will demonstrate the ability to use functions of desktop publishing (graphics, text, layout and appropriate content) to communicate with parents, students, or other educators. Students select and use a rubric to provide feedback to classmates. (Due 10/5)	10 + 10
8	Graphic Organizer for NETS-S	This project involves the choice and use of concept-mapping software using text and graphics to develop an appropriate visual for explaining NETS-S. Students become familiar with professional expectations for technology standards. The activity provides an opportunity to consider this application for support of standards and specific curriculum topics as well as writing with students in K-12 classrooms. (Due 10/8)	10
9	Software Evaluation	Students demonstrate understanding of how to assess educational software applications in terms of student academic content standards, student technology standards (NETS-S) learning needs, and strengths and weaknesses of the application. (Due 10/12)	10
10	Web 2.0 tools	Students create a presentation to inform their audience of the benefits and possible limitations of Web 2.0 online applications. This assignment	20

	Assignment	Description	Pts
		encourages the development of collaborative online skills to locate, research, reference and present information regarding the use of educational technology tools. It entails the development of a PowerPoint (minimum of 4 slides) that makes explicit connections with NETS-S, NETS-T and/or CA Content standards. Teacher candidates will use a rubric to provide feedback to classmates during a class meeting. (Class Presentations 10/8)	
11	Video Discussion Board & Project	Working in groups of 3 or 4, students produce a short (2 minute) video related to classroom use. Students will learn how to use digital video cameras, how to edit and prepare a project for sharing electronically. Final editing of a movie clip and posting online to Teacher Tube will be completed individually in order to ensure each student has learned the process. Students select and use a rubric to provide feedback to classmates.(Video Sharing in class 11/10)	N/A
12	Spreadsheet	Students use a spreadsheet in a variety of ways to organize and present information. Students reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.(Due 11/10)	10
13	Ed Tech Profile OPTIONAL	Pre and post test educational technology skills located at http://www.edtechprofile.org/index.php OPTIONAL	N/A
14	Portfolio submission in Task Stream	This introduces the online portfolio that will be used throughout the CSUSM teacher preparation program. Students use the Task Stream template to respond to the Teaching Performance Expectations (TPE 14) that are part of this course. Teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting the standards for completion of all TPEs. Statement of own Work 5 pts Narrative 20 pts (10 of these will be awarded when draft is submitted) Attachments with clear explanations (Min 5) 25 pts (Must be entirely completed and approved by Dec 10)	50
15	Attendance & Enthusiastic Participation	These points are earned through <ul style="list-style-type: none"> • prompt confirmation of membership to ISTE & Task Stream (by second class) • demonstrating a positive disposition toward teaching and learning • actively supporting and helping classmates 	20

	Assignment	Description	Pts
		<ul style="list-style-type: none"> • active engagement in discussions and activities both in class and online • being on time and not leaving early • timely completion of all assignments • having a positive attitude in class • actively supporting and helping classmates 	
		TOTAL	200

Policy for Submitting Assignments

It is expected that all work will be turned in prior to, or on, the due date. **Late assignments will be penalized by a deduction in points for each day late. After one week, late assignments will not be accepted and will receive no credit.** If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success. Students are required to use campus issued-email accounts and **check in on WebCT at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements.

Criteria for Grading Assignments

- A 90-100% Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- B 80-89% Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C 70-79% Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.
- D 60-69% Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

Grading Policy

Grading is calculated on the standard of

98 - 100 = A+	94 - 97 = A	90 - 93 = A-
87 - 89 = B+	84 - 86 = B	80 - 83 = B-
77 - 79 = C+	74 - 76 = C	70 - 73 = C-

A+=194 to 200 points A=186 to 193 points A-=180 to 185 points
 B+=173 to 179 points B=166 to 172 points B-=160 to 165 points
 C+=153 to 159 points C=146 to 152 points C-=140 to 145 points

A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C+ (Satisfactory): Performance at an adequate level, meeting basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)

An **A** student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives both in class, online, and in study groups.
- contributes to the positive environment of the class by respecting all members.

A **B** student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A **C** student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A **D** student is one who doesn't meet all of the minimal standards of a "C" student; "F" is earned by someone who hasn't completed significant portions of the required work and fails to meet the "C" student standards.

FAQ TPE's

What TPE's are covered in EDUC422?

Primary Emphasis

TPE 14 CSUSM Educational Technology (Based on ISTE/NETS•T:)

Secondary Emphasis:

TPE 4 - Making Content Accessible

TPE 5 - Student Engagement

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Language Learners

TPE 12 - Professional, legal and ethical obligations

TPE 13 - Professional Growth

TPE Descriptions

TPE 14: Technology in Teaching and Learning¹

Candidates for the teaching credential are working to meet the National Educational Technology Standards for Teachers. These can be located online at

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

ISTE NETS-T for Teachers

Digital-age teachers perform and model the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to improve student learning and engagement; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should be prepared to meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of teaching, learning, and technology to facilitate learning experiences that advance student creativity and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to illuminate their own thinking, planning, and creative processes
- d. model knowledge construction and creative thinking by engaging in face-to-face and virtual learning with students, colleagues, and others

¹ The text of the CSUSM TPE originates from the International Society for Technology in Education's National Educational Technology Standards for Teachers www.iste.org

2. Design Digital-Age Learning Experiences and Assessments

Teachers plan and design authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences to incorporate digital tools and resources that promote student learning and creativity
- b. develop technology-enriched learning environments that enable students to become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize student learning activities to address a variety of learning styles, working strategies, and abilities through the use of digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in the application of technology systems and the transfer of current knowledge to learning of new technologies
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing access to appropriate digital tools and resources
- c. promote digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice and exhibit leadership in their classroom, school, and professional community by promoting and

- demonstrating the effective use of digital tools and resources. Teachers:
- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
 - b. exhibit leadership by embracing a vision of technology infusion, participating in shared decision-making and community building, and developing the leadership skills of others
 - c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - d. contribute to the effectiveness, vibrancy, and self-renewal of the teaching profession and of their school and community

Secondary Emphasis TPEs

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by

asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6:Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

TPE 6A:Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B:Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C:Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and

provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment

Candidates for a Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to

the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

TPE 12: Professional Legal and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Technology Requirement – Prerequisite Competencies Required to Enroll in EDUC 422

EDUC 422 or approved waiver request is a prerequisite requirement to entering a teacher preparation program.

Prerequisite skills are required before enrollment in EDUC 422. These prerequisite skills should include at a minimum the following:

- An understanding of basic computer concepts and terminology
- An understanding of software-ethics issues and concerns in today's society, and virus protection and prevention
- The ability to use a word processing application
- The ability to use a spreadsheet application
- An understanding of the Internet, browsers and e-mail

Please refer to www.csusm.edu/computer_labs/ccr.htm

Students needing to improve their computer competency may wish to complete one of the following courses to prepare for EDUC 422:

- CS 301 at Cal State University San Marcos fulfills Part A of EDUC 422
- CS301A at Cal State University San Marcos fulfills Parts A and C of EDUC 422
- CISC 150 or CISC 181 or CBTE 180 at San Diego Community Colleges (Mesa, City, Miramar)
- CISC 150 or CSIS 120 at Palomar College
- CIS 100 at Mira Costa Community College

EDUC 422 may be taken as a 3-unit course, or in three 1-unit sections.

EDUC 422 specifically addresses:

- Part A – Technology Basics
- Part B – Technology Tools for Learning
- Part C – Introduction to Electronic Portfolio