California State University
SAN MARCOS | School of Education

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EDUC 422-04
Technology Tools for Teaching and Learning
CRN #50022
Mondays
7:00 – 9:45 am
UHall 272 and ONLINE via Cougar Courses
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This course is designed for students who have mastered fundamental technology skills 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 School 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. 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 students 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.

Prerequisites

The prerequisite for this course is a mastery of fundamental technology skills as demonstrated by having successfully completed a computer course within the last two years with a grade B or above. Please see the final page of this syllabus for specifics on Prerequisite Competencies required to enroll in EDUC 422.

When entering the teacher education program, School 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

As a result of this course, students will be able to 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.

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: (OPTIONAL) (1.800.336.5191) (7:00 am to 4:30 pm) ($39.00) or join online at http://www.iste.org/
While optional, students may choose to join the professional group of ISTE (International Society of Technology Educators) to demonstrate commitment to professional development (NETS-T) and to support their curiosity for learning about technology. Student membership at a discounted rate provides many advantages including access to meaningful educational resources and participation in a vibrant professional community of scholars.
Print confirmation for ISTE membership from screen when you register and submit to instructor at third class.
B. Membership to **Task Stream (REQUIRED)** 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 at third class.
C. One mass storage device - USB key-drive (1 GB or greater) Bring to third class and every class for storing & backing up each and every file.
D. Digital video cameras will be needed for taping video projects. Appropriate digital cameras are available from Kellogg library on 2nd floor. If you use your own digital video camera, you must first confirm that you can connect it with the Mac computers in Univ 272 lab. If you are unable to do this, check out a camera from the library. You will be required to download the video for editing on iMovie which is on all mac computers. You may also use your iPad or iPhone for filming.
E. Use of campus email account and cougar courses for course communication (provided free)
F. Pay for Print Card. You can get this from ACD 202 or Kellogg library.

HIGHLY RECOMMENDED: Attendance at San Diego CUE 2014 Tech Fair
Mark your calendars - class points will be earned for attending and reporting back
San Diego CUE 2014 Tech Fair
Saturday, November 15, 2014
La Costa Canyon High School
1 Maverick Way, Carlsbad, CA 92009

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)

<p align="center">**STUDENT LEARNING OUTCOMES**</p>

<p align="center">**Teacher Performance Expectation (TPE) Competencies**</p>

This course is designed to help candidates 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. You will be required to formally address the following TPEs in this course:

Primary Emphasis
Teaching Performance Expectation (TPE 14) is based on International Society for Teachers in Education (ISTE) National Educational Standards for Teachers (NETS•T) established in 2008 (See Nets for Teachers for detailed information). Components include:

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

<p align="center">**GENERAL CONSIDERATIONS**</p>

<p align="center">**Assessment of Professional Dispositions**</p>

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School 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).

EDUC422 has three requirements for attendance:

1. Punctual attendance at all face-to-face class sessions.
   - No excused absents; Lose 5 points for each class missed. If miss more than two classes cannot earn more than an A-
   - Please use Cougar Courses to send a message to the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM School 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. (No exceptions are allowed)
   - Additional points for attendance may be earned by attending the (SDCUE) San Diego Computer Using Educators Technology Conference – Saturday, November 15, 2014 at the La Costa Canyon High School
     1 Maverick Way, Carlsbad, CA 92009
- 2. Active online participation
   - You must be active in online coursework including email, discussions and activities at least twice weekly, or you cannot receive a grade of A or A-;
   - If you are inactive for one week or more, you cannot receive a grade higher than B. If you have extenuating circumstances, you should contact the instructor as soon as possible.
   3. Weekly completion of lab assignments.
       Students will be required to complete lab assignments each week. Some of these assignments require that 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, UH 272, and ACD211 in addition to other locations such as the Kellogg library 2nd floor. PC labs are also readily available for your use. Students are required to use campus issued-email accounts and check Cougar Courses at least two times per week to communicate with instructor and peers. All online communications with the instructor should be done through Cougar Courses.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall Suite 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Email inquiries can be sent to dss@csusm.edu. 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/**

CSUSM Academic Honesty Policy

"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 presentation 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.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each candidate 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, cougar course messages are the best way to do so. Be sure to log in at least twice weekly so that you receive important course announcements and communication (and maintain your ability to earn an A or A-).

It is my intention to respond to all received messages 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 School 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. For more guidance see Core Rules of Netiquette at h*ttp://www.albion.com/netiquette/corerules.html*

Digital Citizenship

While we are meeting in a computer lab, it is expected that you will use the technology for class-related activity. Save checking emails or other personal use for time outside of class. This includes use of cell phones as well. Putting them on mute, not accepting incoming calls, not placing calls, and not engaging in

texting or instant messaging are all signs of good digital citizenship. Please realize the impact your behavior has on those around you and show your courtesy through your actions.

<div align="center">**Professional and Administrative Requirements**</div>

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 School 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.
- Message sent to instructor, and when appropriate team partners, when unable to attend class or when you will be late.
- 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, Cougar Courses 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 flash drive and save all your files in this folder
  - Save a back up of all files on your home computer
  - Email files to yourself so you will have a copy to access from any computer
- Study Skills including good record-keeping and time management skills. You will be using several Web2.0 online tools that require registration. Keep login information including user names, passwords and access codes in a safe and accessible place so you can access it when needed.
- Productive interaction with classmates. Be aware that your attention to texting or communication with outside folks during class may be open to misinterpretation. Show your commitment to learning & teaching by supporting, encouraging, and helping classmates within the class environment.
- Select one or two class "buddies" (e.g., study group members or Cougar Courses Discussion teammates) to ensure that you receive information and handouts if you must miss a class. Ask them what you missed, not the instructor. Arrange an online check-in time with your buddy, for prompting and reminders. Note contact info here:

Buddy:_____

Telephone: _____ E-mail: _____

<div align="center">**COURSE REQUIREMENTS**</div>

<div align="center">**Assignments**</div>

It is expected that students will proofread and edit their assignments prior to submission.
Students must 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 contribute to the score. Please see performance rubric for written assignments. The grade of any assignment will be negatively affected if writing does not meet professional standards.

Following is a list of course assignments with a brief description of each. Full details are listed online within Cougar Course. 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 online in Cougar Courses. You will be able to track what your grade is at any particular time in the class.

Assignments and Points (Please see Cougar Courses for Due Dates)

Introductions   (Pts included in Blog/Journal)
>   The purpose of this assignment is for students to introduce themselves, set up their profile, demonstrate the ability to contribute productively to online discussions and to apply Netiquette in the process.

Professional Memberships (5 or 10 Pts recorded under attendance & participation)
>   Students will establish an online portfolio through Task Stream. See directions at
>   http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm
>   Use the self-enrollment code JF5BNH.
>
>   Students will join the professional organization 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. Apply as a student to get the student discount rate.

NETS-T Blog Entry (Pts included in Blog/Journal)
>   Students will demonstrate understanding of National Educational Technology Standards for Teachers (NETS-T) through examples, resources and thoughtful contributions to an online discussion.

Internet Bookmarks (Diigo) (100 pts)
>   Through use of a web-based resource/tool, students will organize and manage online resources. This tool will allow teacher candidates to continue to organize and share resources throughout the COE program. The assignment requires evaluation and review of educational web sites and reflection on classroom use including relationships to Universal Design.

Blog/Journal (Eight entries and peer responses 120 pts)
>   The assigned readings provide an important foundation for candidates increasing understanding of how to effectively apply technology to teaching, learning, communications, collaboration, research, and professional productivity. Included will be readings on Universal Design, articles on second language learners and current topics and issues in educational technology. Students will demonstrate the ability to apply APA format and citations to these examples of professional writing. (Included in this is your Intro from Week 1 and the NETS-T posting) To receive the full 15 points each week initial entries must be posted to blogs within the required time frame and peer responses posted to their blogs before due dates.

Digital Citizenship/ Dissemination through Newsletter, webpage, or wiki. Includes developing or applying a Rubric (100 pts)

      The purpose of this assignment is to become familiar with fair use and copyright laws. After becoming knowledgeable about various issues related to Digital Citizenship students will share their knowledge through the collaborative creation of a newsletter. Students will demonstrate the ability to use graphics, text, layout and appropriate content to communicate with parents, students, or other educators. Students will select and use a rubric to provide feedback to classmates.

Graphic Organizer for NETS-S (100 pts)

      This project involves the use of concept-mapping software using text and graphics to develop an appropriate visual for explaining NETS-S. Students will 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.

Video Project (100 pts)

      Working in groups of 3 or 4, students will produce a very short (2 minutes or less) video that may be applied to an educational setting. 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 will select and use a rubric to provide feedback to classmates.

Web 2.0 tools -Group Presentation and handout (120 pts)

      This student-centered activity encourages students to select a Web2.0 tool of their choice and create a presentation to inform their audience of the benefits and possible limitations of the tool. This assignment 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.

Meet-Ups Games (100 pts)

      From a given selection, students collaboratively select an area for specialization that sparks their creativity and appeals to their interests. Goals are to expand knowledge and skills of how to apply games for educational purposes, apply critical analysis of a technology tool, reflect on educational appropriate uses of the tools, differentiate between various games for teaching specific skills & common core standards and begin practicing teaching techniques with peers.

Portfolio submission in Task Stream (20+ 20+ 100 pts)

      This introduces the online portfolio that will be used throughout the CSUSM teacher preparation program. To help you eloquently articulate the knowledge you gained through this course and to demonstrate your abilities you will 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. Requirements include:

- Statement of own Work
- Narrative
- Attachments with clear explanations (Min 5)
- Request for feedback within Task Stream
- Verification that all requirements for Task Stream are met

Attendance & Enthusiastic Participation (120 pts)
  These points are earned through
- prompt confirmation of membership to ISTE & Task Stream (by second class)
- demonstrating a positive disposition toward teaching and learning
- actively supporting and helping classmates
- active engagement in discussions and activities both in class and online
- arriving on time and not leaving early
- timely completion of **all** assignments
- having a positive attitude for the class
- twice weekly online activity (minimum)
- demonstrating consideration for others through appropriate responsible behavior in use of technology, including cells phones, during class time

Registration & Attendance at San Diego CUE Conference on Sat. Nov. 15, 2014 8:30 to 4:00 (20 points)

TOTAL points 1000

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 of 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 online at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements.

Criteria for Grading Assignments

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. Outstanding work on all assignments, excellent syntheses of information and experiences, great insight and application, and excellent writing.

B   (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements. Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.

C   (Satisfactory): Performance at an adequate level, meeting basic objectives and requirements of the course. Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.

D   Incomplete assignments, inadequate effort and synthesis of information, writing is less than adequate.

Grading Policy

Grading is calculated on the point standard of

    A   950-1000
    A-   900-949
    B+   871-899
    B   831-870
    B-   800-930
    C +771-799
    C   731-770
    C- 700- 730
    D   699 or less

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 Exemplary "A" Student (you!) is one who
- Demonstrates serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
- Completes all assignments thoroughly, thoughtfully and timely.
- 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.
- Makes insightful connections between assignments and their developing overall understanding of technology as it is used for educational purposes
- continually questions and examine assumptions in a genuine spirit of inquiry.
- Shows high level achievement of course goals.
- Displays a "can do" attitude, gives 100%, and works to help others learn too.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- produces work at a high professional level in terms of both writing and content.
- presents confidently and intelligently, demonstrating effective teaching skills.
- 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 Learning[1]
Candidates for the teaching credential are working to meet the National Educational Technology Standards for Teachers. (NETS•T) These can be located online at

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

ISTE NETS•T for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
      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 reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
      d.Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

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[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 and develop digital age learning experiences and assessments
Teachers design, develop, and evaluate 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 Standards•S.

    a.Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
    b.Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
    c.Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using 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 representative of an innovative professional in a global and digital society.

    a.Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
    b.Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

4. Promote and model 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.

    a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
    b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
    c. Promote and model 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, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

    a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
    b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology 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, vitality, and self-renewal of the teaching profession and of their school and community

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 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

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 fulfils Pat A of EDUC 422
- CS301A at Cal State University San Marcos fulfils Parts A and C of EDUC 422
- CISC 150 or CISC 181 or CBTE 180 at San Diego Community Colleges
- 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; Bart B – Technology Tools for Learning; Part C – Introduction to Electronic Portfolio

All course assignments align with EDUC422 Course Objectives

As a result of this course, students will be able to 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
  D. Setting up an electronic portfolio using Task Stream for completion in the CSUSM teacher-credentialing program.

DUE Dates may change at the discretion of the instructor. All due dates are posted in Cougar Courses. Please check Cougar Courses regularly to confirm class assignments.

Online classes do not require attendance in Uhall 272
Dates Sept 1& 3; Sept 15 & 17; Oct 6 & 8; Nov 24 & 26; Dec 1 & 3

Date	Topic	Assignment	Points
Week 1 Aug. 25, 27	Introductions Blog Memberships	**W1 Assignment Create Blog & Introductory Post** **DUE by WEEK 2** **Peer Responses DUE by WEEK 3** The purpose of this assignment is for students to introduce themselves, set up their profile, demonstrate the ability to contribute productively to online discussions and to apply Netiquette in the process. **W1 Assignment Professional Membership /Task Stream(points awarded under participation)** **DUE by WEEK 3** **Task Stream** Students will establish an online portfolio through Task Stream. To set up your account, see the directions at http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm On week three we will use the self-enrollment code to align your account with CSUSM. **ISTE** OPTIONAL Students may choose to join the professional organization 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. Apply as a student to get the student discount rate. (5 pts if you join, but not required)	15

Date	Topic	Assignment	Points
Week 2 Sept 1, 3 **MEETS ONLINE**	Social Bookmarks	***W2 Assignment Social Bookmarks (Diigo)*** ***DUE by WEEK 6 Oct. 1, 2014*** Through use of a web-based resource/tool, students will organize and manage online resources. This tool will allow teacher candidates to continue to organize and share resources throughout the SoE program. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	100
Week 2 Sept. 3 **OPTIONAL Voluntary** **Uhall 272 2;30- 4;30**	PURPOSE: This VOLUNTARY lab is offered to help students gain confidence and competence with concepts that students identify as difficult or challenging.	Please let me know if you have specific questions you would like addressed at the lab. So far I have the following topics listed: 1. Task Stream, membership, procedures 2. Cougar courses - how to submit assignments 3. Cougar Apps 4. Tools specific to the Mac like "screen capture" 5. APA	Option 5 pts
Week 3 Sept. 8, 10	Graphic Organizers NETS-S TaskStream Self-enrollment 6SG3BA Introduce Web 2.0 tools-form teams NETS-T	***W3 Assignment NETS-S Concept Map*** ***DUE by WEEK 4 Sept. 18, 2014*** This project involves the use of concept-mapping software using text and graphics to develop an appropriate visual for explaining NETS-S. Students will 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. **W3 Assignment NETS-T Second Blog Entry** **Blog DUE by WEEK 4 Sept. 18, 2014** **Peer responses DUE by Week 5 Sept. 25, 2014** Students will demonstrate understanding of National Educational Technology Standards for Teachers (NETS-T) through examples, resources and thoughtful contributions to an online posting to their Blog.	100 15
Week 4 Sept 15. 17 **MEETS ONLINE**	Begin Web 2.0 Tools: Research, collaborate & prepare for group presentations	***W4/W5 Assignment Web2.0 Tools- including group presentation, rubric & handout*** ***DUE before date of class presentations*** ***W4 Assignment Third Blog Entry/Professional Reading*** ***Blog DUE by WEEK 5 Sept. 25, 2014*** ***Peer responses DUE by Week 6***	120 15

Date	Topic	Assignment	Points
Week 5 Sept 22, 24	Complete work on Web 2.0 Tools: Research, collaborate & prepare for group presentations next week	***W4/W5 Assignment Web2.0 Tools- including group presentation, rubric & handout*** ***W5 Assignment Fourth Blog Entry/Professional Reading DUE by WEEK 6 Oct 2, 2014*** ***Peer responses DUE by Week 7***	15
Week 6 Sept 29, Oct 1	Web2.0 Tools group presentations today in class	***DUE TODAY W4/W5 Assignment Web2.0 Tools- including group presentation, rubric & handout*** ***W6 Assignment Fifth Blog Entry/Professional Reading DUE by WEEK 7 Oct 9, 2014*** ***Peer responses DUE by Week 8***	120 15
Week 7 **Oct 6, 8** **MEETS ONLINE**	Digital Citizenship	***W7 Assignment Digital Citizenship DUE by WEEK 9*** *Digital Citizenship/ Dissemination through Newsletter, webpage, or wiki. Includes developing or applying a Rubric* The purpose of this assignment is to become familiar with fair use and copyright laws. After becoming knowledgeable about various issues related to Digital Citizenship students will share their knowledge through the collaborative creation of a newsletter. Students will demonstrate the ability to use graphics, text, layout and appropriate content to communicate with parents, students, or other educators. Students will select and use a rubric to provide feedback to classmates. ***W7 Assignment Sixth Blog Entry/Professional Reading DUE by WEEK 8 Oct 16, 2014*** ***Peer responses DUE by Week 9***	100 15
Week 8 Oct 13, 15	Introduce Meet-ups/ Games for Learning Team work	***W8/W9 Assignment Meet-ups/Games for Learning Due next week in class*** From a given selection, students collaboratively select an area for specialization that sparks their creativity and appeals to their interests. Goals are to expand knowledge and skills of how to apply games for educational purposes, apply critical analysis of a technology tool, reflect on educational appropriate uses of the tools, differentiate between various games for teaching specific skills & common core standards and begin practicing teaching techniques with peers. ***W8 Assignment Seventh Blog Entry/Professional Reading DUE by WEEK 9*** ***Peer responses DUE by Week 10***	100 15

Date	Topic	Assignment	Points
Week 9 Oct 20, 22	GAMES EXPOSITION Meet-ups/Games for learning Task Stream, Part One	**W9 Assignment Task Stream Part One** **Part One has Three requirements** **1. Statement of Own Work posted to Task Stream (should have been completed in class week 3)** **2. Draft of Narrative (Word document) with list of artifacts completed & sent to 2 peers for editing suggestions** **DUE by next week- WEEK 10** **3. Peer editors prepare their suggestions** **DUE by WEEK 11** This introduces the online portfolio that will be used in the CSUSM teacher preparation program. To help you eloquently articulate the knowledge you gained throug this course and to demonstrate your abilities you will 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 conclusio of the program accurately verifies meeting the standards for completion of all TPEs.	20
Week 10 Oct 27, 29	Begin Video Project	**W10 Assignment Video Project** **Storyboard and video posting DUE before WEEK 13 when we will share in class** Working in groups of 3 or 4, students will produce a very short (2 minutes or less) video that may be applied to an educational setting. Students will learn how to use digital video cameras, how to use iMovie for editing and will 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 will select and use a rubric to provide feedback to classmates. **REMINDER: Task Stream Part One** Peer editors prepare their suggestions & return narratives to authors **DUE next week**	100
Week 11 Nov 3, 5	Complete Video Project Task Stream, Part Two	**W11 Assignment Task Stream Part Two** **Includes** **1. Peers have returned suggestions to authors** **2. Authors edit and complete their narrative** **3. Authors prepare clear summaries of each of their artifacts, how they connect with NETS** **DUE by WEEK 12** **W11 Assignment Eighth Blog Entry/Professional Reading** **DUE by WEEK 12** **Peer responses DUE by Week 13**	 15

Date	Topic	Assignment	Points
Week 12 Nov 10, 12	Task Stream, Part Three	***W12 Assignment Task Stream Part Three*** ***Portfolio submission in Task Stream*** ***DUE before class next week*** Requirements include: • Clearly written and edited <u>Narrative</u> is posted in Task Stream • A <u>minimum of Five artifacts</u> are attached and include clear explanations of how they demonstrate professional skills as set by NETS-T • Feedback from Instructor is requested there in Task Stream	100
Sat Nov 15	**SD CUE TECH FAIR**	**If you attend the TECH FAIR you do not have to attend the final class on Week 16 Dec 8 & 10 .** **You also may earn additional class points.**	**20**
Week 13 Nov 17, 19	SDCUE reports from those who attended SDCUE Tech Fair Share videos Share blogs	Instructor will respond individually to your Task Stream narratives. Check regularly for suggestions in Task Stream.	
Week 14 Nov 24, 26 Thanksgiving MEETS ONLINE	Respond to Instructor's comments in Task Stream Edit Portfolio	Instructor will respond individually to your Task Stream narratives. Check regularly for suggestions in Task Stream.	
Week 15 Dec 1, 3 MEETS ONLINE	Complete Task Stream Portfolio Course Reflection	Final Task Stream Portfolio Edits and completion requirements	10
Week 16 Final Exam Dec 8, 10	Self-quiz	IF YOU ATTENDED CUE TECH FAIR YOU DO NOT HAVE TO ATTEND THIS SESSION Task Stream portfolio must be completed before this date	
		Attendance & Participation (16 sessions x 5) 80 no excused absences Task Stream Membership 5 Remaining 25 points are earned through active online engagement ie: Question Forum & class discussions Demonstration of leadership, takes initiative applies effective time management skills, demonstrates digital citizenship * Points shall be removed for texting in class or for other personal use of technology other than class related	110
		Total possible class points 1000 Additional Optional Points 1) 20 pts for attendance Tech Fair Sat Nov 15 only for those who attend 2) 5 pts for ISTE membership 3) 5 pts for optional lab attendance Weds.	1000
		A 950-1000 A- 900-949 B+ 871-899 B 831-870 B- 800-930 C +771-799 C 731-770 C- 700- 730 D 699 or less	