Technology Integration and Implementation

Overview

The EPP strives to provide candidates with opportunities to integrate technology into their lessons to enhance learning. The EPP includes as a proficiency requirement in internship that all candidates integrate at least one form of technology media during teaching and learning activities, and P-12 students are extensively engaged with the technology during learning activities and that (e.g., P-12 students use multimedia software to create presentations; P-12 students use spreadsheet/graphing software to analyze data; P- 12 students use digital video to tell a story; P-12 students with special needs/ESL use assistive technology to meet curricular objectives). Candidates are also required to complete an e-portfolio cumulative project that assesses their ability to implement technology aligned with INTASC standards. The purpose of the electronic teaching portfolio is for candidates to demonstrate their professional knowledge, skills, and dispositions by selecting artifacts and reflecting on these and how they relate framed by the Interstate Teacher Assessment and Support Consortium (INTASC) standards. Candidates must defend their self-analysis in a final presentation at the culmination of internship. This presentation provides candidates an opportunity to synthesize their experiences and showcases their pre-service work. Through selection of artifacts, analysis and reflections, candidates must provide evidence that they integrate technology across the INTASC standards.

To further support candidates as they design, implement and assess learning experiences to engage students, the EPP ensures all candidates model and apply technology standards through the technology lesson plan. This lesson plan supports the EPP's efforts to ensure all candidates possess the knowledge and skill proficiencies associated with technology as they design, implement and assess learning experiences to engage students. Emphasis is given to ways in which technology can be used effectively to teach a wide variety of curriculum content and to meet the needs of diverse learners. Candidates are expected to be reflective decision-makers and creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment thus ensuring students are engaged throughout the learning process.

The School of Education's Technology committee is tasked with reviewing data and curriculum related to technology implementation. In the past, this committee's function was to oversee the use of technology resources and advocate for the addition of new technologies to serve students. The function of this committee has changed to include reviewing data across initial and advanced programs, as well as Family Studies) and make annual recommendations based on data to ensure students are able to implement technology effectively. While the committee will still research current technologies and advocate for obtaining new resources, the focus will shift slightly to include examining the needs of students for better alignment of resources.

Technology Integration in EPP Curriculum

The EPP requires a technology course in each initial program. The focus of the course is to equip candidates to integrate technology to enhance learning with P-12 students. The candidates engage with a variety of digital tools and technology. While a formal course in technology integration is necessary, the EPP also seeks to implement technology and digital literacy in other courses as well. *(See Technology Implementation chart in Appendix for specific projects across courses in initial programs)* All initial programs require that candidates integrate technology to enhance instruction. The programs are designed to introduce teacher candidates to the wide variety of applications for technology tools in the classroom and to develop techniques for evaluating educational software and hardware.   Emphasis is given to ways in which technology

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can be used effectively to teach a wide variety of curriculum content and to meet the needs of diverse learners. Candidates are expected to be reflective decision-makers and display creativity in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment. Technology use aligns with ISTE and CAEP standards as well as content specific SPA standards. Technology use is modeled by EPP faculty in methods courses and by clinical supervisors and practitioners in the field. In addition, each initial program contains a technology course that specifically addresses ways to integrate appropriate technology to impact student learning.

For undergraduate initial programs, technology is embedded in prerequisite education courses. Candidates participate in field experiences prior to admissions where they are able to observe technology modeled in classrooms. EPP faculty teaching prerequisite courses also model these critical skills through the use of Canvas (the university's LMS), online communication, and other digital tools. (See cross cutting theme chart) ALT-A programs do not have prerequisite education courses so candidates are exposed to digital tools in methods courses after admission to their program. Initial level programs ensure that candidates understand, model, and apply technology standards through structured coursework and clinical experiences. Further, all initial-level programs require a specific technology course for candidates and embed technology in many other professional education courses (see chart below). The technology course required for all initial programs introduces candidates to ISTE (International Standards for Technology in Education) and also aligns with INTASC. Initial candidates are then required to create a unit plan that incorporates a technology project to enhance instruction. This unit plan is required prior to internship.

Canvas, the university LMS, is a vehicle for EPP faculty to design a digital support for candidates as they are developing their knowledge and skills. Through Canvas, EPP faculty and clinical educators are able to embed instructional videos and other tools for candidates to enhance the content in their methods courses. As a culminating activity, candidates are required to video their lessons and provide a self-reflection as well as a peer reflection.

Technology Course Assignment Alignment

	Accessing databases, digital media, and tools to improve P-12 learning	Knowing why and how to help P-12 students to access and assess quality digital content	Ability to design and facilitate digital learning, mentoring, and collaboration including the use of social networks	Use of technology to track, share, and evaluate student learning
Artifact/Assignment that addresses this technology component	Electronic Portfolio • Technology Assessment assignment • Web tools and Resources for Teachers • Technology-Integrated Lesson Plan	Electronic Portfolio • Evaluating Educational Websites assignment and discussion forum • Copyright and Fair Use Quiz • Digital Citizenship	Electronic Portfolio • Technology-Integrated Lesson Plan • Video of technology lesson/activity • Discussion forums	Electronic Portfolio • Technology Assessment assignment

		resources for students		
Where it is assessed in the program	EDUC 415, 545, 556	EDUC 415, 545, 556	EDUC 415, 545, 556	EDUC 415, 545, 556

The EPP utilizes the latest seven ISTE Standards for educators to ensure that candidates are prepared to support their students' digital literacy.   These include: the *Learner* - where educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning; the *Leader* – where educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning; the *Citizen* – where educators inspire students to positively contribute to and responsibly participate in the digital world; the *Collaborator* – where educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems; the *Designer* – where educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability; the *Facilitator* – where educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.; and, the *Analyst* – where educators understand and use data to drive their instruction and support students in achieving their learning goals.

EPP Technology Course Integration

Learner- The EPP uses *Canvas* to support candidate learning but also exposes candidates to other LM systems including *Moodle* and *Task Stream*. Online learning platforms are used to provide supports and resources for candidates particularly when they are spending substantial amounts of time in the field. EPP faculty create tutorial videos as well as other digital media to enhance learning and model best practice. In addition, candidates learn how to use digital tools to enhance their own lessons.
Leader: Candidates are taught how teacher leaders use social media to learn from other practitioners in an "on demand" format.
Citizen: EPP faculty engage with candidates on social media. Candidates are taught how to use social media responsibly. The EPP sponsors seminars led by local administrators to discuss school district social media policies and responsible use of social media.
Collaborator: Candidates learn how to participate in online collaboration tools. For example, EPP faculty lead Professonal Learning Communities (PLC) book studies where some of the meetings are held virtually using some of those vitual meeting tools. Candidates are asked to research virtual meeting platforms and create the meeting space.
Designer: Candidates are asked to create an e-portfolio as well as a technology-based project within their unit.
Facilitator: Candidates in P-6 settings work with the STEAM coach to create digital learning experiences for students as well as activities associated with the "maker movement" which includes digital coding, robotics, etc.
Analyst: Candidates are asked to utilize data processing systems within their action research projects and edTPA.

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Ensuring Candidate Ability to Integrate Technology with P-12 Students

CAEP Key Assessment: EPP created assessment Field Observation Rubric

CAEP Standard	InTASC	**Element of Rubric (Field Observation Rubric)**	**EPP N= and Mean by Academic Year**		
1.5	#8	#11 Integrates technology media into instructional activities and actively engages students in the use of this technology	**2017/2018** N = 72 M = 2.42	**2016/2017** N = 55 M = 2.15	**2015/2016** N = 62 M = 2.85

The identified row from the Field Observation rubric selected to demonstrate that candidates' ability to model and apply technology as they design, implement, and assess learning experiences is Row 11 which indicates that a candidate "integrates technology media into instructional activities and actively engages students in the use of technology."

EPP aggregate data by academic year demonstrates proficiency levels of 2.42-2.85. Disaggregated data by semester and by program levels reveal that the ESEC and Elementary cohorts' mean scores are at acceptable levels (2.1-2.47) and can be categorized as very good. Secondary program candidates in both English and General Social Science recorded means at the Advanced level (2.5 and above). For a more thorough review of the data collected disaggregated by program and semester, see Comprehensive Data and Analysis in Standard 1.

For supplemental data, the EPP uses the E-portfolio to determine candidate use of technology.

InTASC Element from E-Portfolio Rubric	**EPP N= and Mean by Academic Year**	
	2017/2018 N = 60	**2016/2017** N =72
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	2.5	2.6
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2.3	2.6
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	2.5	2.7
The Learner and Learning	**2.4**	**2.6**
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.4	2.7
Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	2.4	2.7

Content Knowledge	2.4	2.7
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	2.4	2.8
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	2.4	2.6
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	2.4	2.9
Instructional Practice	2.4	2.8
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	2.3	2.8
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	2.4	2.7

The E-portfolio project requires candidates to select evidence from artifacts they have completed throughout their program and include a justification for how their work meets the standards-based criteria. In their self-analysis, they must also explain how technology integration enhanced their learning while addressing technology standards in their work. This thorough analysis by the candidates provides the EPP an overall view of their depth of understanding with regard to technology integration and implementation. Overall the mean is well above acceptable levels in all criteria. While the E-Portfolio is not identified as a CAEP Key Assessment, it does assist the EPP in collecting further information about candidate progress in the area of technology integration and implementation. Candidates were rated lowest on "Learning Differences" on the E-Portfolio assessment. This corresponded to the candidate exit service where candidates rated themselves low on being prepared to plan for "learning differences." While this does not specifically address technology integration, it is an area of improvement for the EPP and greater emphasis will be placed on the utilization of technology to address the unique learning needs of students who have learning differences.

edTPA

The utilization of edTPA (Educative Teacher Performance Assessment) became consequential in the state of Alabama as a condition for teacher licensure in Fall 2018. This tool is a subject-specific assessment that includes a review of a teacher candidate's teaching materials as the "culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students and is aligned to edTPA is aligned with InTASC standards as well as subject-matter content and pedagogical standards." During the final internship, all candidates seeking licensure must submit and pass the edTPA. Cut scores are established by the ALSDE. Within the edTPA submission are specific tasks relevant to the area of licensure the candidate is seeking. Candidate score profiles, artifacts, and commentaries provide the EPP a data source to examine how well we are preparing quality teachers

to respond effectively to varied student learning needs. The EPP piloted the edTPA assessment prior to Fall 2018 with promising score results. Mean edTPA scores received by secondary education candidates have steadily increased. (Fall 2017: 35.81, Spring 2018: 39, Spring 2018: 40). In Spring 2018, the average total score reported for the elementary candidate pilot group was 55.48, which is well above the national average score of 45.02

Technology Implementation with P-12 Partners

Innovative Programs with P-12 and Community Partners

The EPP maintains close relationships with its P-12 partners. Because of this strong relationship and EPP reputation, P-12 partners are willing to accept initial candidates for embedded field experiences. Initial programs are stratgic in creating effective partnerships that support the unique needs of the candidates. Therefore, the initial programs have the flexibility to work alongside the P-12 partners to develop experiences that benefit the candidates. One distinctive of the EPP is close monitoring of candidates. Since the majority of the programs within the EPP are relatively strong, candidates and EPP develop close relationships over the course of their program of study. This means that field experiences within the initial programs have both depth and breadth and are monitored by clinical educators as well as EPP faculty. Each initial program designs its own unique partnership experience using the EPP's Immersion Model as a guide. By utilizing P-12 partners, the EPP can work with practitioners to develop candidates' knowledge of developing technologies to enhance student learning. Candidates are able to observe practitioners using technology in lessons as well as integrate it into their own lessons as well.

Technology enhanced learning is an integral component of our partnerships. With student learning as a focus, each partnership integrates technology, not for the sake of *using* technology, rather to teach and learn with and *through* technology. One of the ways that technology is used as a vehicle for learning is through using the Google Docs application. Candidates, EPP faculty, and practitioners collaborate on projects by using the Google platform. Candidates often create Google Docs and invite colleagues and practitioners to join them on a project such as the Genius Hour project. This project requires candidates to partner with teachers to pursue a passion project at the K-12 school. Candidates explore features of Augmented Reality to share content with students at the partnership school site. In one instance, through the Genius Hour project, the school librarian tasked a group of candidates to raise awareness of a variety of book genres among the pupils. Candidates used QR (Quick Response) codes and video book talks to engage pupils with various books around the school. When a student scanned a QR code, a video appeared with the candidate sharing a book talk type summary encouraging the student to check out the book for reading. In addition, learning modules are used as course components and accessible to candidates through the LMS used in the programs. EPP faculty and clinical educators create learning modules to house resources, supports, and supplemental materials for candidates. Within modules, candidates can obtain needed materials in a "just in time" fashion. EPP faculty, clinical educators and candidates correspond frequently in all initial programs through email and school and university-based Learning Management Systems (LMS). EPP faculty utilize platforms such as Google Hangout when meeting with a small group of candidates. Likewise, an assignment in one of the initial certification programs, as suggested by a K-12 administrator, is for professional learning groups to hold one of their required meetings virtually. This allows them to develop a greater sense of competency in holding these types of meetings as they might be needed once they become an in-service teacher, such as parent conferences in rural settings or student meetings on E-Learning Days.

Herewith are a few descriptions of unique experiences of partnership embedded experiences relating to technology integration and implementation:

- Partnership with McWane Science Center so that candidates can utilize resources from the center and lead technology-enhanced lessons for student visitors.
- "Tech Bytes"- This is a professional learning opportunity where candidates learn about developing classroom technology applications and present it to teachers at a partner school. The candidates prepared a brochure detailing the benefits of the application and its uses with children. The format of the session was informal- candidates set up small stations outside of "specials" classrooms so teachers could learn about new technology applications.
- Participation in EdCamp Birmingham - EdCamp is an established technology conference for children where candidates were active particpants and presenters
- Technology project within the unit- Candidates are required to incorporate substantial technology within their required projects and units (see Technology Course Syllabus and guidelines for e-Portfolio).
- Partnering with practitioners to use interactive LMS to create an active online environment for candidates.

Clinical Educators

Clinical educators and cooperating teachers are involved in modeling technology and providing opportunities for candidates to use technology to enhance instruction. Candidates in all initial programs are tasked with videotaping a lesson segment for review. Their peers use the observation rubric aligned with the level of field experience to provide peer feedback. Clinical educators review the videotaped lessons to gain additional insight into the depth of knowledge, skill level, and professional dispositions of each candidate. Candidates are required to analyze these videos providing a time stamp to demonstrate evidence of proficiency in given areas. Technology is used to support online training for clinical educators as well as practitioners. These online tools are:

Documentation Of Technology-Based Training, Professional Development, Continuous Improvement For Clinical Educators

- EdTPA webpage: https://www.taskstream.com/ts/edtpamanager/edTPAforCooperatingTeachersandSupervisors
- Taskstream webinar :https://www.taskstream.com/ts/bost4/Faculty-ClinicalEducatorIntroductiontoTaskStream

Exit Survey

The EPP has experienced some changes in leadership as well as key positions over the last two and half years. Because of this, some survey data is missing. The EPP's data manager moved to another university position in the fall of 2018. Due to that shift in personnel, administrators were unable to access some survey data launched in *Qualtrics*. Only the survey data for 2016-2017 could be retrieved but data specific to this exit survey could not be found. While the exit survey for 2016-2017 does not specifically address technology, it does query candidates in regard to their confidence in "using a variety of

instructional strategies and makes learning accessible to all learners." On that exit survey question, the mean scores for all initial programs were either high or in an acceptable range.

Ensuring Success in the Teaching Field: Technology Implementation and Integration

Completer and Employer Survey and Focus Group

Description of the instrument:

The First-Year Teacher Survey is a reliable and valid instrument created by the Alabama Association of Colleges for Teacher Education. This instrument has two forms- Teacher and Employer. For teachers, the 21-item survey is sent out to initial certification completers from the previous year as a way to identify strengths and areas for improvement in the teacher training program identified by graduates after one-year of teaching. Employers are also sent a 26-item surveys to complete at the end of the completers' first year of teaching to assist in identifying strengths and areas for improvement identified by building leaders based on the completers' performance in his/her first year of teaching. The teacher and employer survey have 21 items in common, but the employer survey has 5 additional questions associated with the completers' knowledge of state initiatives, state assessments, and state professional practices.

The focus group was completed in the fall of 2018. There were three focus group sessions where Samford completer representatives were randomly selected from all initial programs in the unit. Focus group attendees were asked a series of questions related to his/her first two years of teaching, his/her preparedness to teach, and impact of the training the completers received at Samford.

Connection to the standards:

Technology is a theme thread throughout the InTASC and CAEP standards. Technology is met in multiple areas, particularly in the areas of content knowledge and instructional practices to show that completers are well-prepared on a multitude of technological programs and practices.

Findings:

Employer Survey

From the employer survey, technology should be a strong component the following areas:

Understand the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches.

Create learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content

Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues

Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives

Engage in continuous professional learning to more effectively meet the needs of each learner

Has deep knowledge of current and emerging state initiatives and programs including but not limited to the Alabama Reading Initiative (ARI), the Alabama Math, Science, and Technology Initiative (AMSTI), Alabama Learning Exchange (ALEX) and Alabama Connecting Classroom.

When reviewing these areas, completers noted strengths at well above the statewide average in all areas assessed. Relative strengths remained in *use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives* with a 15% Teacher Leader ranking, 48% effective and 37% emerging. Also, the focus on *creating learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content* was well above the state-wide average at 11% Teacher Leader, 67% effective, 19% emerging. There were few weaknesses, but one area was much closer to the statewide area than others: the ability to *understand the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches* which was at the same level as the statewide average at the Teacher Leader level (11%), above the state at the effective level (67% vs. 54%) and lower than the state in the emerging level (22% vs. 32%).

Completer Survey

The completer survey noted the following areas associate with technology:

Understand the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches.

Create learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content

Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues

Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives

Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Engage in continuous professional learning to more effectively meet the needs of each learner

As was the case with the employer survey, the domain areas associated with technology were higher than the statewide in all areas with a significant strength area noted in *order to engage in continuous professional learning to more effectively meet the needs of each* learner (77% strongly agree, 23% agree). An area of weakness that was lower than the statewide average was the ability to *engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues* with a 43% strongly agree, 50% agree and a small percentage at disagree.

Focus Groups

Although the focus group did not specifically address technology in the questions asked, completers' confidence in content knowledge and ability to instruct a variety of learners is evidenced in their comments. However, the use of technology to collect data and assist with managing challenging behavior appeared to be weak when reported by the completers.

Implications:

The implications of the results of the completer/employer survey and focus groups show that completers had a strength in incorporating technology into instructional practices. However, technology could still be enhanced as a means to engage and meet the needs of all learners in the classroom.

Summary:

The results of the teacher/employer survey and focus group data show that Samford completers are able to incorporate effective technological practices into their instruction. However, graduates would still like more direct instruction on how technology could be used to collect data and/or manage student behavior.

21st Century Learning

In an effort to support 21st Century Learning, the EPP has proposed a new position: Director/Coordinator of Technology and Innovation. This position will work with departments of Teacher Education and Curriculum and Instruction as well as others in the School of Education as needed to serve the candidates, faculty, staff and other professionals in using technology and learning of innovative spaces and materials to complete collaborative projects. The former Curriculum Materials and Technology Center is being envisioned to emulate a premier 21st century learning and digital workspace similar to one created at the University of Miami. This Education Learning Commons area will provide a "space where students are able to create and experiment, consult with peers and experts, discover and explore resources and ideal, and study individually and collaboratively". Faculty, staff, and candidates will be provided with innovative technology, interactive lessons, AR/VR experiences, and STEAM/Maker ideas for collaborative projects through teaching of coursework and through candidate clinical experiences. This position has been submitted and we are waiting on final approval.

Reflection and Plans for Improvement

Technology is used for communication, as a learning support, and used to enhance learning within the EPP's initial programs. Technology and digital tools are always changing within today's classrooms. Therefore, the EPP is working to continuously improve in the area of technology to ensure candidates are prepared to meet the changing demands of schools. Plans for improvement also include focused technology PD, exposure to the Computer Science Standards, best practices for learning spaces, and teaching strategies and implementation of STEAM and Maker philosophies. The data suggests that candidates are equipped to use data to support instruction. However, the EPP technology data committee recommends more technology resources be available onsite for candidates. Candidates could explore the use of advanced technology in their P-12 classrooms and that technology on campus would provide opportunities for them to utilize it in their preplanning. Additionally, EPP faculty would also have access to that technology as a resource for their methods courses. Faculty also recommended using a technology survey to collect data on candidate's confidence in using technology at TP1 and Exit. This would provide additional information regarding candidates' use of technology and 21st Century Learning skills.

ISTE Standards for Educators	Goal	Who is responsible?	Timeline
Learner	The EPP is committed to student centered learning. Faculty and student relationships are the hallmark of the university as well as the EPP. As a result, faculty noted that there was no intentional method for tethering graduates to the preparation program six months post-graduation. A faculty member along with the EPP's marketing director, has been studying methods of supporting students after graduation. Using different schools on campus as a guide, one EPP faculty member and the school's marketing director created plans for a monthly podcast to support early in their career. The marketing director is seeking grant funding to sponsor the equipment so the podcast can be launched August, 2019. The content of the podcast will be focused on issues faced by new teachers and local practitioners will be interviewed sharing their experience	EPP faculty & School of Education Marketing Director	Proposed: Receive equipment June, 2019 Launch August, 2019 Quarterly Podcasts The content is ready but need the equipment-
Leader	The marketing director within the EPP is creating a structure for a monthly blog. This blog will be maintained by the marketing director with content provided by EPP faculty, alumni and graduate candidates. Initial candidates will be invited to share their abstracts from their action research projects. This blog will be launched alongside the podcast in August and will be theme based. For example, quarterly posts will be grouped around topics like classroom management or assessment. (Long term goal of in-house journal for students and alumni)	EPP faculty, alumni, students and marketing director	Launch August, 2019
Citizen	The goal is for all initial candidates to interact professionally on social media. As part of the technology plan, initial candidates will lead "tweet ups" and other virtual professional development experiences. These are already required for one initial program. The requirement will be expanded to all programs beginning fall, 2019.	EPP faculty and practitioners	Fall, 2019
Collaborator	The EPP is working to secure Google TVs for video review prior to internship. Candidates video their lessons and complete a self and peer review but those reviews are largely independent and not faculty led. With the purchase of Google TVs, EPP faculty and clinical educators will have a space to meet to review video lessons for feedback.	Dean EPP faculty, clinical educators	Phase 1 Summer 2020 Phase 2 Spring 2021
Designer	The EPP received a gift to renovate a classroom space in the building. The EPP is seeking additional funding to equip this classroom with state-of-the-art classroom technology. Phase 1 consists of combining two classroom spaces and opening up the floor plan. This must be completed before the EPP can apply for the Steelcase Grant. (There is a square footage requirement for the grant)	Dean, p-12 partners	Phase 1 Review of spaces 2019 Phase 2 Construction begins Summer, 2020 Phase 3 Fall, 2020

Facilitator	The EPP has created a position as a media specialist. The ideal candidate will work with P-12 partners to coordinate Maker Camps as well as other experiences for candidates to facilitate learning of P-12 students. These camps will be phased in summer 2020.	Dean	This position is on hold until the EPP hires a new dean
Analyst	The EPP has determined that it is necessary to purchase assessment software as well as assistive technologies that is available in local schools to ensure candidates are well prepared to use these tools. One tool or resource will be purchased per year to keep up with the demands of the classroom. EPP Special Education faculty will determine the first resource to purchased and it will be an assistive technology. This decision was made because of the on-campus partnership with the Turning Points program. P-12 students with disabilities are located in the School of Education so they will be able to use the equipment and candidates will be able to practice using the equipment with the students. EPP Faculty will launch a pilot survey to determine candidates' use in technology. This will be administered at TP 1 as well as exit across all initial programs.	Dean, EPP SPED faculty Data Manager	Begins when new dean is in place Survey will be launched in Spring, 2019

ISTE Standards & Assignment Alignment

ISTE Standard	INTASC Standard	Course(s)	Assignment
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.			
Promote, support, and model creative and innovative thinking and inventiveness	3, 5, 6, 7, 8	EDUC 415, 545, 556	Technology Integrated Lesson Plan
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	7, 8	EDUC 415, 545, 556	Creating a WebQuest Project
Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and	3, 7, 8	EDUC 415, 545, 556	Global Classroom Technology Resources

thinking, planning, and creative processes			
Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	7, 8, 9, 10	EDUC 415, 545, 556	Virtual Meeting Spaces

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.

Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	6, 7, 8	EDUC 415, 545, 556	Assistive Technology Review/Webquest Project
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	3, 5, 6, 7, 8	EDUC 415, 545, 556	Using Technology for Assessment Project
Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using	3, 5, 6, 7, 8	EDUC 415, 545, 556	Assistive Technology Review

digital tools and resources			
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	6	EDUC 415, 545, 556	Using Technology for Assessment Project, Socrative, online assessment tool review
Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations	9	EDUC 415, 545, 556	E-Portfolio
Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	9, 10	EDUC 415, 545, 556	E-Portfolio/Video Editing activity
Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats	9, 10	EDUC 415, 545, 556	Video Lesson peer/self-review
Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to	7, 8, 9, 10	EDUC 415, 545, 556	Technology Integrated Lesson

support research and learning			
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	9	EDUC 415, 545, 556	Technology Integrated Lesson Completion of Copyright and Fair Use Module
Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources	6, 7, 8	EDUC 415, 545, 556	Assistive Technology Review
Promote and model digital etiquette and responsible social interactions related to the use of technology and information	9, 10	EDUC 415, 545, 556	Collection of Digital Citizenship/Internet Resources Completion of Copyright and Fair Use Module
Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools	9, 10	EDUC 415, 545, 556	Global Classroom Technology Resources Project
Participate in local and global learning communities to explore creative applications of	9, 10	EDUC 415, 545, 556	Global Classroom Technology Resources Project

technology to improve student learning			
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	6, 7, 8	EDUC 415, 545, 556	E-Portfolio
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	7, 8, 9, 10	EDUC 415, 545, 556	E-Portfolio Evaluating Websites Webquest
Contribute to the effectiveness, vitality, and self renewal of the teaching profession and of their school and community	7, 8, 9, 10	EDUC 415, 545, 556	E-Portfolio

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Technology Data Disaggregated by Program

		All Initial Programs (Class B and Alternative A)								
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	56	2.35	8	2.38	69	2.2				

		Early Childhood, Special Education, Elementary and Elementary Collaborative (ESEC)								
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	39	2.83					51	2.32		

		Secondary Programs Overall Class Alternative A					
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	7	2.33	7	2.50	8	2.69

		Secondary Mathematics Class Alternative A					
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	1	2.00			3	2.33

Secondary English Language arts Class Alternative A											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	3	2.67	2	2.50	1	3.00				

Secondary General Science Class Alternative A							
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018	
		n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	3	2.33			4	2.75

Secondary Social Science Class Alternative A					
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017	
		n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)			5	2.5

Secondary History and Social Science Class Alternative A											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

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Secondary French Class Alternative A		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Secondary German Class Alternative A		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Secondary Spanish Class Alternative A		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Special Education (6-12) Class Alternative A		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Physical Education (P-12)		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	5	2.00			5	1.80				

Music Education (P-12)		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Class B Elementary Level Overall		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	29	2.83			34	2.32

Class B Secondary Level		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	5	2.11	1	2.00	5	2.33

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ESEC and Elementary Level Disaggregated by Program Class B		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	**Key Indicator**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	29	2.83			34	2.32

Class B ESEC and Elementary Level Disaggregated by Program		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	**Key Indicator**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	5	2.11	1	2.00	5	2.33

Secondary Mathematics Alabama Class B		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	**Key Indicator**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)	2	2.0			5	2.42

Secondary English Language Arts Alabama Class B		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	5	2.5	2	2.5	3	2.75				

Secondary General Science Alabama Class B		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	3	2.33			4	2.75

Secondary Social Science Alabama Class B		Spring 2017		Fall 2017		Spring 2018	
CAEP/InTASC	Key Indicator	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	2	2.00	6	2.25	1	2.00

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		Secondary History Alabama Class B									
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)										

		Secondary French Alabama Class B									
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)										

		Secondary German Alabama Class B									
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)										

		Secondary Spanish Alabama Class B									
CAEP/InTASC	**Key Indicator**	**Spring 2017**		**Fall 2017**		**Spring 2018**		**Fall 2018**		**Spring 2019**	
		n=	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**	**n=**	**Mean**
Technology	Internship Evaluation (R11)										

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Special Education (6-12) Alabama Class B											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Physical Education (P-12)											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Music Education (P-12)											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)										

Class Alternative A Overall											
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	22	2.21	7	2.50	30	2.50				

Elementary Education Class Alternative A							
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018	
		n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	10	2.30			17	3.00

Secondary Education Class Alternative A							
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018	
		n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	7	2.33	7	2.50	8	2.69

P-12 Class Alternative A							
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018	
		n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	5	2.00			5	1.80

Elementary Education Class Alternative A									
CAEP/InTASC	Key Indicator	Spring 2017		Fall 2017		Spring 2018		Fall 2018	
		n=	Mean	n=	Mean	n=	Mean	n=	Mean
Technology	Internship Evaluation (R11)	10	2.30					17	3.00

E-Portfolio Support Materials

Samford University
Orlean Bullard Beeson School Of Education
Guidelines For Selecting Artifacts

PURPOSE

The purpose of the electronic teaching portfolio is to introduce yourself and to demonstrate your professional knowledge, skills, and dispositions to another professional educator (e.g. School of Education faculty, your cooperating teacher, or a potential employer). The reflection on your own practice, and the evidence provided to support your ability to be an effective educator will be framed by the Interstate Teacher Assessment and Support Consortium (INTASC) standards. A final presentation at the end of your student teaching experience will provide an opportunity to synthesize your experiences and showcase your pre-service work. You will be asked to explain and reflect on how this artifact exemplifies this each INTASC standard.

GENERAL INSTRUCTIONS

Your FINAL e-portfolio should include a minimum of the following pages and subpages.
Introduction
- (Home Page)
- Resume
- Philosophy
- Learner Development
- Learning Differences
- Learning Environments
- Content Knowledge
- Application of Content
- Assessment

- Planning for Instruction
- Instructional Strategies
- Professional Learning and Ethical Practice
- Leadership and Collaboration

CAUTION: Remember to adhere to guidelines regarding confidentiality. Mark through names of students on any student papers, student scores, or any other information that could identify a student in the school. Always check with your cooperating teacher regarding school policies that govern the publishing of pictures or videos of students.

CHOOSING ARTIFACTS

You should include artifacts of professional quality from your course work, clinicals, or student teaching experiences that demonstrate the 10 major INTASC standards. You should:
- Upload the artifact in your portfolio
- Identify the INTASC Standard that the artifact demonstrates. (You can just use the number).
- Write a reflective analysis

REFLECTIVE ANALYSIS

For pages 4-13, you will be required to write a reflective analysis of each artifact you choose to include in your portfolio. The reflection should include:

- an explanation of why the artifact was chosen to show understanding of the INTASC Standard

PAGE 1. INTRODUCTION

The personal information page will set a first impression of you. Make it visually appealing and professional in quality.
Suggestions:
- The degree you will be receiving, your program/major, and anticipated graduation date.
- Personal information you are willing to share, which may include your hometown, other interests you have, participation in community organizations, experiences abroad.
- A picture of yourself or students
- An educational quote or saying that expresses your educational philosophy.

PAGE 2. RESUME

Your resume is another "first impression" of you. It should either be linked as a PDF file, or embedded into a portfolio page. The Career Development Center can review your resume with you and give you guidelines.
Minimum Requirements:
- Educational Background

- Work Experience
- Clinical Experiences
- Student Teaching Experiences
- Professional Development (professional organizations you are a member of, any conferences you attended, PLCs, professional presentations given, ARI Training, etc.)

PAGE 3. PHILOSOPHY OF TEACHING AND LEARNING

You should follow the guidelines of your professors and/or supervisor when developing your philosophy. It should either be linked as a PDF file, or embedded into a portfolio page.

PAGE 4. LEARNER DEVELOPMENT

In this section, you should upload artifact(s) that show evidence that you understand how learners grow and develop, recognizing that patterns of learning and development vary individually across the cognitive, linguistic, social, emotional, and physical areas. You should select an artifact that shows where you have designed and *implemented* developmentally appropriate and challenging learning experiences. Suggestions:
- Lesson Plans or Units and *reflections on the implementation* of the lesson plan or unit..
- Research paper on learner development.
- Action Research
- Videotape

Also include a "Reflective Analysis," following the guidelines given.

PAGE 5. LEARNING DIFFERENCES

In this section, you should upload artifact(s) that show your understanding of individual learner differences and diverse cultures/communities to ensure an inclusive learning environment that enables each learner to meet high standards. Suggestions:
- A lesson plan or unit with accommodations
- A classroom management plan that includes diverse cultures.
- A lesson plan that includes connections to the cultural, personal, or community background of the learners.
- Examples of student learning style inventories completed
- Videotape
- A reflection of your experiences working with students with special needs, students from diverse cultures, etc.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 6. LEARNING ENVIRONMENTS

In this section, you should upload artifact(s) that show evidence that you can create a learning environment that supports individual and collaborative learning; and that encourages positive social interaction, active engagement in learning, and self-motivation. Suggestions:
- A video of learners engaged in collaborative learning.

- A classroom management plan that provides for individual and collaborative learning and allows for social interaction and active engagement.
- A lesson plan that includes both individual and group work.
- Pictures and/or video of a learning environment you created that provides for individual and collaborative learning and allows for social interaction and active engagement, along with an explanation of that environment.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 7. CONTENT KNOWELDGE

In this section, you should upload artifact(s) that demonstrate your understanding of the central concepts, tools of inquiry, and structures of your content area *and that you can create* learning experiences that ensure mastery of the content for your learners. Suggestions:
- Lesson Plan or Unit that encourages learners to understand, question, and analyze ideas.
- Pedagogy or content area exam
- Evaluation and/or modification of instructional resources for their comprehensiveness, accuracy, and appropriateness for the learners.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 8. APPLICATION OF CONTENT

In this section, you should upload artifacts that demonstrate that you understand how to connect concepts and use different perspectives to engage learning in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Suggestions:
- A WebQuest that solves a local or global problem.
- "Evaluating Websites" assignment.
- Video of your teaching that involves learners thinking critically and/or creatively, working collaboratively, or solving authentic problems.
- Lesson plan or unit that involves learners thinking critically and/or creatively, working collaboratively, or solving authentic problems.

PAGE 9. ASSESSMENT

In this section, you should upload artifacts that show your understanding of and *use* of multiple assessments. Suggestions:
- A graded assessment you designed and *used* as part of a lesson plan or unit. It should include an analysis of the results.
- A reflection on how you used test/assessment data to understand individual learners' progress and to guide your planning.
- Action Research Project
- A digital assessment tool you created and *used* as part of a lesson plan or unit.
- Written or videotaped feedback that addresses both the learner's strengths and weaknesses related to the learning objectives.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 10. PLANNING FOR INSTRUCTION

In this section, you should upload artifacts that demonstrate your ability to plan instruction that supports *every* student by drawing upon your knowledge of content areas, curriculum, and pedagogy; and demonstrates planning based on your knowledge of learners and their community assets. Suggestions:
- Lesson Plan or Unit that connects to students' prior academic learning, community assets, and/or provides differentiation strategies to meet the needs of all learners.
- Lesson Plan or Unit based upon a Needs Assessment.
- Evidence of using technology to meet needs of diverse learners.
- Reflections on teaching a lesson plan or unit and adjustments made in the instructional process based on student needs and feedback.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 11. INSTRUCTIONAL STRATEGIES

In this section, you should provide evidence that you use a variety of instructional strategies to encourage learners to develop deep understanding of content areas; and to build skills to apply this understanding in meaningful ways. Suggestions:
- Lesson Plan or Unit that adapts instruction to the needs of individuals or groups of learners.
- A video or reflection of a meeting with a student to design and implement relevant learning experiences, identify the student's strengths, and access family and community assets.
- A lesson plan that allows learners to demonstrate their knowledge through a variety of products and performances.
- Products/Projects created by K-12 students that demonstrate understanding of content and/or application of content.
- Evidence of your knowledge of a wide variety of technology tools and resources and how they can promote student learning.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 12. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

In this section, you should upload artifact(s) that demonstrate your participation in ongoing professional learning and self-evaluation (particularly the effects of your choices and actions on others); and that you adapt your practice to meet the needs of each learner. Suggestions:
- Dispositions Assessment
- Self-assessment or evaluation
- Reflection on a Growth Plan
- Evidence of participation in professional development or PLC and reflection
- Evaluation by supervisor or cooperating teacher
- Digital Citizenship lesson or activity taught to K-12 students

- Cite sources in all lesson plans, projects, etc.

Also include a "Reflective Analysis," following the guidelines given.

PAGE 13. LEADERSHIP AND COLLABORATION

In this section, you should upload artifact(s) that demonstrate your leadership roles in the education community; taking responsibility for student learning; and collaborating with students, families, colleagues, and community to advance the profession. Suggestions:

- Participation in an instructional team (analyzing data, examining student work, planning for instruction, coordinating a school event)
- Reflection on a change you enacted in your educational community
- Reflection on your leadership roles in education
- Evidence of communication with families and/or the community (blogs, posts, emails)
- Evidence of leading a workshop or training session

Also include a "Reflective Analysis," following the guidelines given.

E-Portfolio Rubric

	Not Met: 1.00	Met: 2.00	Exceeds: 3.00	Score/Level
Standard #1: Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #01: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Not Met: 1.00	Met: 2.00	Exceeds: 3.00	Score/Level
Standard #2: Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.	

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Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #02: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included (at least one that is NOT technology) and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #03: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or	Two or more artifacts are included and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the

		understanding of the standard.	candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #04: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included (at least one that is NOT technology) and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #05: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of	Two artifacts are included (at least one that is NOT technology) and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching.	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching.

monitor learner progress, and to guide the teacher's and learner's decision making.	proficiency or understanding of the standard.	Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #06: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included (at least one that is NOT technology) and of high quality and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #07: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The candidate	One or more artifacts are not of high quality and/or have limited applications to teaching.	Two artifacts are included (at least one that is NOT technology) and of high quality and indicates	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate

understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #08: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included (at least one that is NOT technology) and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard..	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

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families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standards** **USA- InTASC Model Core Teaching Standards (2011) - Standards Only** **Standard:** Standard #09: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		
Standard #10: Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	One or more artifacts are not of high quality and/or have limited applications to teaching. Reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate's lack of proficiency or understanding of the standard.	Two artifacts are included (at least one that is NOT technology) and indicates meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection gives reasons as to why the artifact is included, but does not clearly explain how the artifact demonstrates the candidate's proficiency or understanding of the standard.	Two or more artifacts are included (at least one that is NOT technology) and of high quality, and indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching. Reflection clearly explains why these artifacts have been included in this section of the portfolio and clearly demonstrates the candidate's proficiency and understanding of the standard.

Standards

USA- InTASC Model Core Teaching Standards (2011) - Standards Only

Standard:

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Initial Candidate Work Samples: E-Portfolio

ESEC

https://w.taskstream.com/ts/bliss15/McKennaBlissGraduateEPortfolio.html

SEED
http://mnewson9.wixsite.com/mattienewson

EFYNT

http://jennifermartinezlp.wixsite.com/portfolio

SFYNT

http://ehancock8.wixsite.com/eportfolio
Password: EPHancock2016

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Initial Candidate Work Sample: Technology Integrated Lesson Plan

Lesson Plan #__1___

Candidate: Lauren Taylor **Lesson Title:** Who's Side Are You On? (ALEX) **Grade/Subject:** Technology Education/English Language Arts	**Date:** October 15th-16th, 2018 **Estimated Time:** 225 minutes

Central Focus: In this lesson, students will compare and contrast two versions of *The Three Little Pigs*. The students will also use various types of instructional materials such as online discussion boards, a mobile application, online feedback queues, and interactive polls in order to express their understanding of *The Three Little Pigs* and *The True Story of the Three Little Pigs* during the lesson. Finally, the students will also express their understanding of the two stories using graphic organizers and participating in a whole-group Mock Trial.

Content/Common Core Standard(s):

Technology Education, TC2 (2009), Grade: K-2

8) Use digital environments to exchange ideas with individuals or groups. Examples: Other states, other countries.
- Producing digital works collaboratively. Examples: Developing shared writing projects, creating language experience stories.

10) Design original works using digital tools. Examples: Tools—digital drawing tools, music software, word processing software, digital cameras

English Language Arts, ELA2015 (2015), Grade: 2

8) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]

22) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]
   a. Write free verse poetry to express ideas. (Alabama)

24) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]

31) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]

Learning Targets/Objectives:
1.) When given *The Three Little Pigs* Venn Diagram graded based on a checklist, the students will compare and contrast the two versions of *The Three Little Pigs*.
2.) When given *The Three Little Pigs* Graphic Organizer graded based on a checklist, the students will identify the main purpose of either *The Three Little Pigs* or *The True Story of the Three Little Pigs* and describe how the authors of the two texts use evidence to support their side of the story.
3.) When given a StoryKit app activity, the students will create narratives and drawings of the stories *The Three Little Pigs* and *The True Story of the Three Little Pigs* using iPads to produce class productions that recount and describe key ideas and details from the text, scoring an 80% on the StoryKit Activity Rubric.
4.) The students will decide which story is correct by asking questions about what the speaker says in order to get a deeper understanding of the wolf in each story and to be able to judge which story is correct when participating in a Mock Trial graded based on anecdotal notes.
5.) When given a StoryKit app activity, the students will determine how the tone of voice affects differences

in the points of view of characters, scoring an 80% on the StoryKit Activity Rubric.
6.) Using two online discussion boards, the students will respond to comprehension questions to activate prior knowledge of *The Three Little Pigs* and identify the main idea and characters' point of view in *The True Story of the Three Little Pigs* graded based on anecdotal notes.

Academic Language:

Language Demand: Respond to two **discussion boards**, retell events in a **presentation**, draw pictures for a **presentation**, use different voices in a retelling **presentation**, compare and contrast using a **Venn Diagram**, identify their opinion in a **graphic organizer**, provide evidence in a **graphic organizer**, answer questions using a **poll**, ask and answer questions during a **presentation**.

Language Function (Not WLA):) Respond, create, describe, decide, determine, retell, draw, use, compare, contrast, identify, provide, ask, answer.

Vocabulary & Symbols: Versions, purpose, evidence, narrative, judge, tone, point of view, comprehension.

Syntax: During the lesson, the students will respond to questions and identify main idea and point of view using online discussion boards, create narratives and drawings to describe events from *The Three Little Pigs* and *The True Story of the Three Little Pigs* using the Story Kit App on iPads, compare and contrast *The Three Little Pigs* and *The True Story of the Three Little Pigs* using a Venn Diagram, identify their opinion of which story they believe to be true and provide evidence from one of the two stories using *The Three Little Pigs* graphic organizer, answer questions using two online polls (before and after the Mock Trial), and ask and answer questions about what is spoken about during the Mock Trial.

Monitoring Student Learning: Formative, Summative, and Self-Assessments prior to, during, and after learning:

Description of assessment:
- The teacher will formatively assess the students' responses to *The Three Little Pigs* Online Discussion Board and *The True Story of the Three Little Pigs* Online Discussion Board using anecdotal notes. The teacher will make note of the students' ability to use the two online discussion boards to exchange their ideas as a whole class and in small groups (Standard 8, Technology). The teacher will also make note of the students' ability to provide responses to the questions about *The Three Little Pigs* that demonstrate their comprehension of the story, as well as deepen their understanding of the story (Standard 31, ELA). The teacher will also make note of the students' ability to provide a short narrative description of the main idea of *The True Story of the Three Little Pigs*, as well as the students' ability to provide a description of the main character's viewpoint (Standard 24, ELA).
- Through responding to the two online discussion boards, the students are able to master the sixth learning objective, which states that using two online discussion boards, the students will respond to comprehension questions to activate prior knowledge of *The Three Little Pigs* and identify the main idea and characters' point of view in *The True Story of the Three Little Pigs* graded based on anecdotal notes.
- Based on a StoryKit Activity Rubric, the teacher will assess the students' understanding of the two stories, the depth of the students' retellings of the stories, the quality of the students' presentations, and the creativity of the drawings of the two stories. Through using the StoryKit Activity Rubric, the teacher will be formatively assessing the students' ability to create narratives in which they recount well-elaborated events from the two stories that include details to describe the characters' actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure (Standard 24, ELA). Additionally, the teacher will be assessing the students' ability to design original works using the iPads and the StoryKit app (Standard 10, Technology). In order to be considered proficient for this portion of the lesson, the students must score at least an 80% (12/15) on the StoryKit Activity Rubric.
- Through engaging in the StoryKit Activity, the students will demonstrate their mastery of the third

learning objective, which states that when given a StoryKit app activity, the students will create narratives and drawings of the stories *The Three Little Pigs* and *The True Story of the Three Little Pigs* using iPads to produce class productions that recount and describe key ideas and details from the text, scoring an 80% on the StoryKit Activity Rubric. Additionally, the students are also demonstrating mastery of the fifth learning objective, which states that when given a StoryKit app activity, the students will determine how the tone of voice affects differences in the points of view of characters, scoring an 80% on the StoryKit Activity Rubric.

- In order to compare and contrast the two versions of the same story by different authors, the students will be working in small groups in order to fill in *The Three Little Pigs* Venn Diagram (Standard 8, ELA). The students' work will be graded based on a checklist, and the teacher will be checking to see if the students identified three differences for each of the stories and three similarities between the two stories.

- Through providing the students with the opportunity to fill in *The Three Little Pigs* Venn Diagram, the students will demonstrate mastery of the first learning objective, which states that when given *The Three Little Pigs* Venn Diagram graded based on a checklist, the students will compare and contrast the two versions of *The Three Little Pigs*.

- The students will also use *The Three Little Pigs* graphic organizer in order to identify which of the stories they believe to be true. In addition to identifying which of the two stories they believe to be true, the students will explain their reasoning by providing evidence from the story they chose (Standard 22, ELA). The teacher will assess the students work using a checklist in order to identify that the students chose a story they believed to be true, as well as provided evidence from the story as to why they believed the story was true.

- Through filling in *The Three Little Pigs* graphic organizer, the students will demonstrate mastery of the second learning objective, which states that when given *The Three Little Pigs* Graphic Organizer graded based on a checklist, the students will identify the purpose of either *The Three Little Pigs* or *The True Story of the Three Little Pigs* and describe how the authors of the two texts use evidence to support their side of the story.

- The teacher will provide a quick check of the students' progress through prompting the students to participate in an online poll. Students will use the poll to answer the question, "Which story do you believe is true?" Using the poll, the students will identify which story they believe is true after filling in *The Three Little Pigs* graphic organizer (Standard 8, Technology).

- The teacher will be assessing the students' ability to ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (Standard 31, [SL.2.3]) through collecting anecdotal notes during a mock trial. Through participating in the mock trial, the students will display mastery of the fourth learning objective, which states that the students will decide which story is correct by asking questions about what the speaker says in order to get a deeper understanding of the wolf in each story and be able to judge which story is correct when participating in a Mock Trial graded based on anecdotal notes.

- The teacher will prompt the students to participate in another online poll at the end of the lesson, and the students will be answering the same question in the second poll ("Which story do you believe is true?") Through participating in a second online poll, the students will be able to share whether their opinion of which story changed or stayed the same after reflecting on what they learned during the lesson and participating in the Mock Trial (Standard 8, Technology).

- At the end of the lesson, the teacher will assess all of the students through *The Three Little Pigs* Technology Use Rubric. On the rubric, the teacher will be grading the students based on their ability to use the discussion boards and polls to exchange ideas with individuals or groups (Standard 8, Technology). Additionally, the teacher will be grading the students on their ability to design original retellings and drawings using the StoryKit app (Standard 10, Technology).

What is being assessed:
- The students' ability to use digital environments to exchange ideas with individuals or groups.
- The students' ability to respond to comprehension questions and identify main idea and characters' point of view on two discussion boards.
- Students' ability to use technology to write a retelling and draw a picture of *The Three Little Pigs* and *The True Story of the Three Little Pigs*.
- Students' ability to create narratives of the story for *The Three Little Pigs* and *The True Story of the Three Little Pigs* class productions and describing key ideas and details from the text.
- Students' ability to determine how the tone of voice affects differences in the points of view of characters.
- Students' ability to compare and contrast two versions of the same story.
- Students' ability to identify which story they believe to be true, and the students' ability to support their reasoning based on evidence from the story they choose to be true.
- Students' ability to respond to a question in a teacher-made poll.
- Students' ability to ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepening understanding of a topic or issue.

In order to track student achievement for the whole class, the teacher will assess the students using anecdotal notes based on the students' responses posted on the two discussion boards. The teacher will also track student achievement for the whole class by collecting data from the two online polls. Additionally, the teacher will track student achievement for the whole class through assessing the students using the anecdotal notes for the mock trial. Finally, the teacher will track student achievement for the whole class using *The Three Little Pigs* Technology Use Rubric.

The teacher will track student achievement for small groups through the use of the Story Kit Activity Rubric and *The Three Little Pigs* Venn Diagram Checklist.

The teacher will track student achievement for individual students through the use of *The Three Little Pigs* Graphic Organizer Checklist.

Feedback:
Type of feedback that will be given to students:
In order to provide the students with feedback after each group presents their retellings and drawings of the stories *The Three Little Pigs* and *The True Story of the Three Little Pigs*, the teacher will use the following website: https://app.letsrecap.com/teacher/dashboard/classes. Each group will have an individual feedback queue in which the teacher will highlight the students' areas of strength and areas in need of improvement. In addition to highlighting the students' areas of strength and areas in need of improvement, the teacher will also have a meaningful, engaging conversation with the students by asking and answering student questions, as well as allowing the students to ask and answer questions.
1. Group 1 Feedback – Story Kit App Activity → https://app.letsrecap.com/teacher/class/192054/queue → Join Pin: OAYOCTU
2. Group 2 Feedback – Story Kit App Activity → https://app.letsrecap.com/teacher/class/192055/queue → Join Pin: CXAOCQD
3. Group 3 Feedback – Story Kit App Activity → https://app.letsrecap.com/teacher/class/192056/queue → Join Pin: QCLQGJI
4. Group 4 Feedback – Story Kit App Activity → https://app.letsrecap.com/teacher/class/192058/queue → Join Pin: WFIBAMY

	are the following: Versions, purpose, evidence, narrative, judge, tone, point of view, and comprehension.	

Procedure:

Time	Teacher Action (include higher order thinking questions, grouping strategies)	Student Action
10/15, 15 minutes	The teacher will activate the students' prior knowledge of *The Three Little Pigs* using an online discussion board made with Lino. Before the students begin using the technology, the teacher will model how to use the technology by posting an example response on the online discussion board. As the teacher is modeling how to properly post responses on the online discussion board, the students will have the online discussion board pulled up on their laptops so they can practice posting responses to the discussion questions before working independently to post their responses to the questions. The students will be able to work with a partner to help answer the discussion questions, but each of the students need to post their own individual responses on the online discussion board. The teacher has included a sticky note on the Lino discussion board that includes questions for the students to answer about the story *The Three Little Pigs*. The five questions the students will be answering are the following: (1) Name the main character(s) from the story; (2) What did the character(s) want to try to do?; (3) What got in the way of what the character(s) wanted to do?; (4) What did the character(s) do to respond to the problem?; (5) How did the story end?; the students responses to the discussion questions will be formatively assessed based on anecdotal notes.	The students will be using laptops to post their answers to the discussion questions about *The Three Little Pigs* on *The Three Little Pigs* discussion board. The students will be able to work with a partner in order to discuss their answers to the questions, but each student will post their own responses to the questions on the online discussion board.
10/15, 10 minutes	After the students post their answers to the questions on the online discussion board, the teacher will facilitate a whole-group discussion based on students' responses. Through engaging the students in a whole-group discussion, the teacher is able to guide the students to better understand the story, and the students will be able to build off of each other's understanding of the story.	The students will actively participate in the whole-group discussion of their responses to the questions about *The Three Little Pigs* on the online discussion board.
10/15,	After activating the students' background	As the teacher is reading the book *The True Story of*

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The feedback given to the students through the ==Recap website== will address the students strengths and weaknesses during each groups presentation of their retellings and drawings of the two stories. Each of the queues will have a join pin, and the only people who will be able to see the feedback on each of the queues are those students who have a join pin to one of the four pages.

The teacher will provide the students with individual feedback using *The Three Little Pigs* and *The True Story of the Three Little Pigs* Anecdotal Notes. As the students participate in the Mock Trial, the teacher will take notes based on the student's roll during the learning activity, the types of questions the student asked if he or she was part of the jury, or the responses the student gave if he or she played the part of Mr. Wolf during the Mock Trial.

What students will do with the feedback:
After receiving feedback from the teacher through using the Recap website, the students will positively improve their ability to retell stories by reflecting on the feedback they received from the teacher, as well as having conversations with the teacher about additional ways to improve after reviewing the feedback they received through the ==Recap website==. Additionally, the students will respond to the feedback given through *The Three Little Pigs* and *The True Story of the Three Little Pigs* Anecdotal Notes by reflecting on their own participation in the Mock Trial, and self-assessing ways they are able to improve their participation for another time they are able to participate in a Mock Trial.

<u>Instructional Supports</u>:
- Access to the Internet and laptops for *The Three Little Pigs* Online Discussion Board:
http://linoit.com/users/Ltaylor3/canvases/The%20Three%20Little%20Pigs (resource for students)
- *The Three Little Pigs* Online Discussion Board Anecdotal Notes (resource for teacher)
- *The True Story of the Three Little Pigs* by Jon Scieszka (resource for teacher)
- Access to the Internet and laptops for *The True Story of the Three Little Pigs* Online Discussion Board:
http://linoit.com/users/Ltaylor3/canvases/%22The%20True%20Story...%22%20Discussion (resource for students)
- *The True Story of the Three Little Pigs* Online Discussion Board Anecdotal Notes (resource for teacher)
- Access to the Internet and laptops for the Feedback Queues for Groups 1-4:
https://app.letsrecap.com/teacher/dashboard/classes (resource for students)
- *The Three Little Pigs* Graphic Organizer (resource for students)
- *The Three Little Pigs* Graphic Organizer Checklist (resource for teacher)
- *The Three Little Pigs* Venn Diagram (resource for students)
- *The Three Little Pigs* Venn Diagram Checklist (resource for teacher)
- Pencils (resource for students)
- Access to the Internet, laptop, and projector for speakaboos video:
https://www.speakaboos.com/story/the-three-little-pigs (resource for teacher)
- 4 iPads to use in group lesson of story retelling and narration (resource for students)
- StoryKit app pre-installed on the iPads (resource for students)
- Link to StoryKit: https://itunes.apple.com/us/app/storykit/id329374595?mt=8 (resource for students)
- Written directions for the StoryKit app activity (resource for students)
- StoryKit Activity Rubric (resource for teacher)
- Access to the Internet and laptops for *The Three Little Pigs* poll (Before Mock Trial):
https://www.polleverywhere.com/multiple_choice_polls/NURz1D4rVnfZTuu → www.PollEv.com/laurentaylor281 (resource for students)
- Written directions for the Mock Trial Activity (resource for students)
- Access to the Internet and laptops for *The Three Little Pigs* poll (After Mock Trial):
https://www.polleverywhere.com/multiple_choice_polls/eJo1SSJMRKMpYTn → www.PollEv.com/laurentaylor281 (resource for students)

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Technology Course Syllabus

Sample

Department: Teacher Education
Course number & title: EDUC 415: Technology Across the Curriculum
Credit hour: 3
 Location(s): OBB 410
 Days: T/R
 Time: 1:00-3:00 (Section 1) / 3:00-5:00 (Section 2)

Course Instructor/s:

Dr. Michele Haralson
Email: *mkharals@samford.edu*
Office phone*: 726-2987*
General policy for contacting instructor: *Please contact the instructor via email. Replies will be sent within 24 hours. Weekends may take longer.*
Scheduling appointments:
Office Hours: Mon, Wed, Thur, Fri 11:00-3:00. Additional appointments may be made by emailing the instructor.
Biography*: https://www.samford.edu/education/directory/Haralson-Michele*

Course Description:

This course is designed to introduce teacher candidates to the wide variety of applications for technology tools in the classroom and to develop techniques for evaluating educational

software and hardware.   Emphasis is given to ways in which technology can be used effectively to teach a wide variety of curriculum content and to meet the needs of diverse learners. Candidates are expected to be reflective decision-makers and creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment.

Course Delivery Description: Blended. This course is a blend of online and campus-based instruction. The Learning Management System, LMS, will be used asynchronously. On campus meetings are scheduled on Tuesdays, Room 410 at 1:00-3:00 (Section 1) or 3:00 5:00 (Section 2).

Course Prerequisites: Admittance to Teacher Education

Required Course Materials:

$50 cash deposit for use of video equipment, Swivl robots, and other equipment
TaskStream account

Technology Requirements:

Reliable computer and Internet
Ability to use Moodle/Canvas independently.
The following programs should be downloaded to your computer:

Flash
Shockwave
Any Video Converter (Do not download the "Ultimate" version; only the AVC freeware version)
Video LAN

Samford's Learning Management System (LMS) is best accessed using the most recent versions of Chrome or Firefox web browsers which can be accessed by logging in at portal.samford.edu.

Microsoft Office 365 is available for free download to all current faculty, staff, and students. This can be easily downloaded from the Technology Services website. You will need to sign in with your Samford User Name and Password to download and use this software.

It is expected all written assignments be completed with Microsoft Word since Microsoft Office 365 has been provided to all members of Samford University. If another word processing application is necessary, the candidate is required to convert their document into a PDF prior to it being uploaded to LMS.

Technology Services offers telephone, email, and in-person support to all Samford student and employees. Technology Services is located in the lower level of University Library, Room 012. Hours of operation are listed below.

Hours of Operation

In person: University Library, Room 012, Monday-Friday, 7 a.m.-5 p.m.
Email: support@samford.edu, Monday-Friday, 7 a.m.-5 p.m.
Phone: 205-726-2662, 7 days a week, 24 hours
Web address: Link to the university library

Technology can be problematic: Internet connections can be slow or down; computers may malfunction; power outages can cause delays or the inability to connect. Always save a copy to a flash drive, external drive, or the cloud. Technological issues are not acceptable excuses for late assignments. Be prepared and have a backup plan. Although many of us use Smart phones, a smart phone is not a computer and has limited functions. When taking exams, WiFi can be problematic. Consider using a computer with a direct connect Ethernet cable.

Course Objective Crosswalk:

Course Objective *Candidate will be able to…*	Student Learning Outcome *(Programmatic)*	Alabama ACTS Alignment	Teaching Field Alignment ISTE Standard	Course and/or Field Experience Assignments	Course and/or Field Experience Assessments
Candidate will write, teach, and videotape a technology-integrated lesson plan that supports individual and collaborative learning; and that encourages positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)	SLO 3.	3.d 3.j		Technology Portfolio	Technology Portfolio Rubric
Candidate will create a technology portfolio that demonstrates their ability to engage learners in critical thinking, creativity, and	SLO 5.	5.c 5.l	1 2 3 4 5	Technology Portfolio	Technology Portfolio Rubric

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collaborative problem solving.

(INTASC 5)

Candidate will use technology to assess student performance in a content area and/or assess the students' use of technology. (INTASC 6)	SLO 6.	6.i	2	Using Technology for Assessment (required for portfolio)	Technology Assessment Rubric
Candidate will write a lesson plan that supports every student, based on candidate's knowledge of content area, curriculum, and pedagogy, and demonstrates planning based on their knowledge of learners and their community assets. (INTASC 7)	SLO 7.	7.b 7.k 7.j	1	Technology-Integrated Lesson Plan	Technology-Integrated Lesson Plan Rubric
Candidate will write, teach, and videotape a lesson that *integrates technology* into a variety of instructional strategies to encourage learners to develop deep understanding of content areas; and to build skills to apply this understanding in	SLO 8.	8.n 8.r 8.o	1	Technology Portfolio	Technology Portfolio Rubric

meaningful ways.				Evaluating Websites Webquest	Post to discussion forum
Candidate will know how to evaluate technology resources for quality, accuracy, and effectiveness. (INTASC 8)					
Candidate will create a collection of digital social media tools for teachers and students. The candidate will participate in an online module to learn about Copyright and Fair Use practices. (INTASC 9)	SLO 9.	9.f 9.o	3 4 3 4	Collection of Digital Citizenship/ Internet resources. Completion of Copyright and Fair Use module and quiz.	Digital Citizenship Rubric Copyright and Fair Use Quiz
Candidate will use technology to collaborate with learners, families, colleagues, other school professional, and community members to advance the profession. (INTASC 10)	SLO 10.	10.g	5	Global Classroom Technology Resources	Global Classroom Rubric

Student Learning Outcomes (Programmatic):

SLO 3. Graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SLO 5. Graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

SLO 6. Graduates understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

SLO 7. Graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

SLO 8. Graduates understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

SLO 9. Graduates engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

SLO 10. Graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Instructional Method and Learning Strategies

Demonstration, on-hands practice in-class, followed by independent creation of lesson plans, technology projects, assessments, videotaping, and technology portfolio.

Course Outline/Schedule:

WEEK/ DATE	TOPICS & READINGS	LEARNING ACTIVITIES

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8/28	Introduction to Course	Go over syllabus
	Using Moodle	Go over Moodle instructions
		Go over Digital/Social Media Policy
	Technology Requirements during Internship	Discuss Technology Requirements for Field Experience:

during Internship section:

Discuss Technology Requirements for Field Experience:

- Videotape yourself teaching a technology-integrated lesson plan or activity.
- Use a technology tool for assessment and analyze the results
- Upload the videotape and assessment tool in Moodle AND TaskStrream

NOTE: If you are unable to teach a technology-integrated lesson in your clinicals, you will need to teach (and videotape) a "mock" lesson.

8/30 Online	Digital Citizenship/Internet Safety	Create a technology resource that includes 3 online resources for students, 3 resources for teachers, and 3 safety guidelines.
9/4	1. Understanding the INTASC Standards	Group Discussion of INTASC Standards / Self Evaluation
	2. Creating an Electronic Portfolio/ Website Design	Tutorial and Demonstration: *Creating an EPortolio around INTASC Standards using TaskStream*
9/6 Online	Current and Emerging Technologies: Hour of Code	Participate in the Hour of Code and post to the forum.

9/11	1. Integrating Technologies into Instructional Design	PPT: Integrating Technology into Lesson Plans-Intro to ALEX
		Evaluate an ALEX lesson plan using the criteria discussed in class.
	2. Using Technology for Assessment	Powtoon Presentation and Demonstration of Using Technology for Assessment.
		Use a web tool to create an assessment OR use a rubric to assess students' use of technology. Analyze the results. Include it in y our Technology Portfolio.
9/13 Online	Designing Technology-Integrated Lesson Plans	Watch a presentation and write a technology-integrated lesson plan, following the principles in the presentation and discusses in class.
9/18	1. Current and Emerging Technologies: *Teacher Websites and Apps*	Bring an emerging app or website ready to share!
	2. WebQuests: *Participation and Design*	PPT: *Creating a WebQuest* "A WebQuest About WebQuests"
9/20 Online	Using Technology for Professional Development: *The Global Classroom*	Create a collection of global education resources using any online tool you would like.
9/25	1. Videotaping for edTPA	Demonstration and hands-on practice: Compressing video and changing file types.
	2. Evaluating Websites	PPT: *Evaluating Websites* Group Work: Participate in a WebQuest about evaluating websites. Post to the discussion forum.

9/27	Copyright and Fair Use	Work through the Copyright ad Fair Use module. Be ready for a quiz next class period.
Online		
10/2	Current and Emerging Technologies: *Guest Speaker*	Guest Speaker: Ed Landers
		Post to the "Emerging Technology" forum
10/4		NO CLASS: WORK DAY

Course Activities, Assessments, & Interactions:

This course consists of a sequence of activities, assessments, and interactions to support you in achieving the course objectives. You will engage in weekly activities, discussions, research, readings, quizzes, and exams. The primary course artifacts required to achieve the course objectives are described below.

1. Creating a Technology Portfolio in TaskStream based on the INTASC standards. This includes the technology requirements during your field experience.
2. Writing a Technology-Integrated lesson plan.
3. Teaching a technology-integrated lesson plan or activity, assessing the students, and analyzing the results.
4. Creating a global classroom resource.
5. Creating a digital citizenship/Internet safety resource.
6. Working through a Copyright and Fair Use module followed by an online quiz.
7. Evaluating websites as instructed.
8. Posting to forums as instructed.

Professional Dispositions:
#1 Positive attitude toward learning:
#2 Timely submission of work:
#3 Prompt:
#4 Attend class regularly:
#5 Shows initiative:
#6 Is attentive:
#7 Is motivated:
#8 Demonstrates flexibility:
#9 Appropriate response to constructive criticism:
#10 Appropriate interactions with professor:
#11 Appropriate interactions with peers:

| #12 Respectful toward others: |
| #13 Demonstrates academic integrity: |

Course Expectations:

Candidates enrolled in this program are expected to fulfill all obligations outlined in this syllabus.

This course includes a key assessment: <u>EDUC 415: Technology Assignment (in TaskStream)</u>

This course is not considered complete until the candidate completes and submits all assignments and uploads the key assessment into *TaskStream*.

Grading:

Course grades will be derived using the following scale:
A= 94-100% A-= 90-93% B+= 87-89% B= 83-86% B-=80-82% C+=77-79 C=73-76% C-= 70-72%

ACTIVITY	POINTS
Digital Citizenship / Internet Safety Resources	15
Technology Portfolio (including Field Experience Requirements)	72
Global Classroom Resources	15
Technology-Integrated Lesson Plan	30
Using Technology to Assess Students and Analyze the Results	30
Posts to Discussion Forums	10
Copyright Quiz	10
TOTAL	182

Getting Started with this Course:

To get started with the course, do the following:

1. Log onto the Samford access point by going to: portal.samford.edu.
2. Next select the LMS icon on the upper side of the screen. The LMS dashboard will open, and your courses will be displayed in the middle of the screen.

3. Select your course to begin.

4. The course welcome page will open. Read the welcome section and follow the instructions for getting started.

5. You will need your Samford User Name and Password to log in to the course. If you do not have or don't know your Samford User Name, contact Technology Services at 205-726-2662 or support@samford.edu.

Course & University Policies

Attendance

Absences are equated by number of hours missed per semester. A candidate may miss the number of hours that equal the number of course credit hours. This course equals 2 hours, so a candidate may miss 2 hours of class, which is one class period. Missing more than 2 hours of class will result in FA.

Assignments

All assignments are expected to be turned in on or before the due date. All assignments should be turned into Moodle/Canvas. The Technology Portfolio should be turned in to BOTH Moodle/Canvas and TaskStream.

This is a technology-based course. Technology malfunction is not an excuse for a late assignment. Plan ahead. Something can always go wrong. OBSOE has a laptop cart available for you to use with 20 Dell laptops. Laptops may not be taken from the building. Check with Dr. Haralson or the student worker at the CMTC desk.

Academic Integrity

Students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. The more dependent, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest.

Additional information on academic integrity and examples of academic integrity violations can be found at http://www.samford.edu/files/Student-Handbook.pdf

Departmental Policies:

Candidates will follow university and departmental policies regarding safe, responsible, legal and ethical uses of technologies, including fair-use and copyright guidelines and Internet user protection policies. Candidates will follow the OBSOE School of Education Digital/Social Media

Policy for Initial Candidates.

Netiquette: Refers to "Network Etiquette." For students taking a web-based course, it is essential that you   communicate effectively with your instructor and other students. The following are basic rules to be observed while   interacting with others in online courses:

Basic Netiquette for All Online Participation:
- Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all part of proper netiquette when taking an online class.
- Adhere to the same standards in your online communications as you would for traditional written language.
- Remember who your audience is when posting to discussion boards, sending emails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. **Remember:** *The online classroom setting is more formal than in public forums or personal chat groups you may have used.*
- Be clear and concise. Explain your ideas entirely but get quickly to the point.
- Using all capitals is the equivalent of SHOUTING and considered RUDE.
- Avoid "flaming" or attacking someone for their point of view. Remember that it will be read by everyone,   including the instructor.
- Read over what you are going to send at least once, just as you would proofread a paper you submit. Remember, once you submit your work, discussion, or email, you cannot change what you have written.
- It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea. "Accidental" plagiarism is still plagiarism.

Chat Room Netiquette:
- Dominating an online conversation is just as rude as it is in a face-to-face class. Everyone needs equal time.
- Do not lurk. This means that you are just reading and not participating.
- Your instructor's role is not to censor, so please use good taste when involved in a chat.
- Do not use acronyms -- Example ROFL (rolling of the floor laughing). Not all students will know the meanings of these. Since this is an academic environment where scholarly communication is expected,   please refrain from using emoticons. Save those for your personal social media interactions.
- Remember to stay focused on the Discussion Forum assignment. Do not drift from the assigned topic or purpose of the discussion.
- In a forum/chat room that has a large number of participants, you may often need to clarify which response you are replying to. Be clear and concise.
- Remember that although the instructor may not be participating in your assigned forum/chat, a transcript of the chat is available for the instructor to view later.

Message/Discussion Board Netiquette:
- Try to respond to discussion messages within a 24-hour period.
- Remember that since all participants will not be monitoring the message board at the same time, it may take some time for a response to your post.
- Read previous discussions before you comment or ask a question as the information may have already been covered.
- When posting a response, make sure you clarify which post you are responding to if it is not in a thread.
- If the topic you wish to address is already covered under an existing thread, do not start a new one.
- When responding to a specific comment, quote only the relevant part of the comment.
- If your response is longer than three or four lines, break it up into paragraphs to make it easier to read.
- Check in often. It is easy to fall behind and miss important posts by both instructors and students.

Email Netiquette:
- Check your email often--this is the method the instructor will use most often to communicate with you.
- Always use your antivirus software to check files before you send them to others.
- Use your word-processing program to write assignments and check for spelling and grammar errors. Then copy and paste the work in the email to send to the instructor.
- **Most Important:** Always save a copy of your work to your hard drive/flash drive or print a hard copy of all assignments uploaded or sent through email. Save a copy of any important emails that you send to your computer. Things have been known to get lost in cyberspace!

Student Grievance Policy

Orlean Beeson School of Education prides itself on creating a supportive environment for all candidates and resolving conflict. However, there are times when there are differences in opinion or inappropriate actions. Attempt to resolve the issue directly with the other person involved. If this is uncomfortable or the issue cannot be resolved, go to a trusted faculty or staff member for assistance. Guidance on how to proceed in various situations may be found in the Samford University Student Handbook https://www.samford.edu/files/Student-Handbook.pdf

Personal Electronic Devices statement if appropriate

Please turn your cell phone to vibrate during class time. If you have an emergency, please take your phone in the hall. However, do not abuse this policy.

You are expected to bring a working, charged laptop with you to all class periods. If your laptop is not working, there are laptops available for you to borrow.

Emergency Readiness

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for *RAVE* alerts, please use the link provided below and

go to the My Contact Information box on your Portal homepage to update your *RAVE* Emergency Alert Information. https://connect.samford.edu/group/mycampus/student

Samford University utilizes *Samford Alert* for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the *Samford Alert* app on your mobile device, laptop, desktop, or tablet, please click on this link https://connect.samford.edu/group/mycampus/student and go to the *In Case of Emergency* box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

Americans with Disabilities Act

Students with disabilities who wish to request accommodations should register with Disability Resources (205) 726-4078, disability@samford.edu, www.samford.edu/dr. Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course. Accommodations will not be implemented until we have met to review your accommodation letter.

Title IX

Samford University is committed to the creation and maintenance of a safe learning environment for students and the University community. In accordance with federal policy all University employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University Title IX Coordinator. If you wish to speak with an employee who is not required to report information, you can find a list of confidential resources listed in the online student handbook and the Title IX website or contact the Counseling Center at 205-726-4083 or the Office of Spiritual Life at 205-726-2825.

Communication Resource Center

The Communication Resource Center (CRC) offers *free* tutoring for Samford students in oral and written communication as well as support for developing and improving critical reading skills. The CRC is in Brooks 222 and is open MTWR 10:00am-6:00pm. Students are encouraged to schedule appointments at samford.mywconline.com. Students in online programs may opt for online appointments through the same appointment link and can upload files for the tutor to review. For more information, visit http://www.samford.edu/departments/communication-resource-center/

Note: The first time you schedule an appointment, you will need to create an account, using your Samford email and password.

Inclement Weather

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the class schedule and/or calendar may be adjusted.

Counseling Services

Students may benefit from meeting with a counselor at some point to discuss difficult issues, gain insight for dealing with stress, or to process and understand events from the past. When a need for counseling arises, students should contact Counseling Services & Wellness Programs. On-site appointments are prepaid through student fees and there is no extra cost to the student. To schedule an appointment, please email counseling@samford.edu, call 205-726-2065, or stop by Dwight Beeson Hall (DBH) room 203.

Library Services

Samford University Library (library.samford.edu) is more than just a building; it is a vast array of resources curated to support your success. In addition to print, media, and online resources, the library has collaborative meeting and study spaces, technology that supports your academic endeavors, and professional librarians with the expertise to assist with research needs. Please **Ask Us** (samford.libanswers.com), email us (reference@samford.edu), or call us at 205-726-2196 for more information about how we can help. We are here to assist with your information and research needs.

Student Government Association Samford University Honor Pledge

Preamble

Samford University's motto—For God, For Learning, Forever—brings together our commitment to our Christian heritage, the pursuit and transmission of knowledge, and the enduring virtues.

Only a particular kind of person and institution can fulfill such a demanding motto. To do this, the individuals who form the Samford community must embrace honor in all areas of life and scholarship. Thus, an honor pledge is an appropriate way for the Samford community to live out its motto.

Honor Pledge

I believe that the members of the Samford community possess dignity and are worthy of honor.

I understand that honoring others fosters academic achievement, personal growth, and spiritual development.

I commit to hold myself and my peers to the standards of conduct and academic integrity maintained by the University.

To this I, _____, pledge my sacred honor.

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For God, For Learning, Forever

For God, For Learning, Forever

Sample Tools and Resources Candidates are Trained to Implement in Lessons

Education World

State Standards	www.statestandards.com
National Education Technology Standards	http://cnets.iste.org/currstands/
Alabama Technology Standards	http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=1069
Alabama Virtual Library	www.avl.lib.al.us
APT Plus	http://www.aptv.org/APTPLUS/index.asp
Awesome Library	http://www.awesomelibrary.com
The Educator's Reference Desk	http://www.eduref.org/
Qwiki	www.qwiki.com
KidsClick!	http://sunsite3.berkeley.edu/KidsClick!/
Discovery Streaming (United Streaming)	http://streaming.discoveryeducation.com/#
Thinkfinity	www.thinkfinity.org
Alabama Learning Exchange (ALEX)	www.alex.state.al.us
Discovery Channel School	http://school.discoveryeducation.com/
Teachnet-The Teachers' Network	http://www.teachnet.org
Teach-nology	http://www.teach-nology.com/
Busy Teachers' Website	http://www.ceismc.gatech.edu/busyt/
Educator's Toolkit	http://marlo.eagle.ca/~matink/
Integrating Technology Into the Curriculum	http://www.sumter17.k12.sc.us/alicemiddle/integrating/links.html
Toolbox Source	http://www.ed.sc.edu/caw/toolboxsource.html
Lesson Pro	www.lessonpro.org
Kathy Schrock's Guide for Educators	http://school.discovery.com/schrockguide/
EdHelper	http://www.edhelper.com
4Teachers	http://4teachers.org
Puzzle Makers	http://www.puzzle-maker.com/CW/

http://edhelper.com/crossword_free.htm

Jeopardy Template   http://www.meadowthorpe.fcps.net/powerpoint_jeopardy_template.htm

Quizlet   http://www.quizlet.com

EDUCATIONAL GAMES

Fun School   http://funschool.kaboose.com/

The Kidz Page   http://www.thekidzpage.com/learninggames/index.htm

The Problem Site   http://www.theproblemsite.com/games.asp

Arcademic Skill Builders   http://www.arcademicskillbuilders.com/

Gamequarium   http://www.gamequarium.com/

Fun Brain   http://www.funbrain.com/

Learning Planet   http://learningplanet.com

Scholastic Learning   http://www2.scholastic.com/browse/learn.jsp

Switcheroozoo   www.switcheroozoo.com

Classroom Clipart   http://www.classroomclipart.com

Kid's Image Search Tools   http://www.kidsclick.org/psearch.html

GRSites   http://www.grsites.com

Microsoft Clipart Gallery   http://office.microsoft.com/clipart/default.aspx

Awesome ClipArt for Kids   http://www.awesomeclipartforeducators.com/

WEBQUESTS

Filamentality   www.filamentality.com/wired/fil/

Web Quest Creator   http://teachers.teach-nology.com/web_tools/web_quest/

San Diego Template   http://webquest.sdsu.edu/LessonTemplate.html

Souther Indiana Education Center   http://www.siec.k12.in.us/~west/edu/list.htm

EDInfo   http://www.ed.gov/MailingLists/EDInfo/ei-annou.html

Teachers.net   http://www.teachers.net/

Teacher Mailings   http://www.theteachersguide.com/listservs.html

Tapped In   http://tappedin.org/tappedin

*SpiderScribe   www.spiderscribe.com

*Popplet	www.poppplet.com
S.C.O.R.E.	http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm
TeacherVision Printables	http://www.teachervision.fen.com/graphic-organizers/printable/6293.html?s2
NcRel's Graphic Organizer Page	http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm
Write Design's Organizer Page	http://www.writedesignonline.com/organizers/
Kanakee Illinois	http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm
Graphic Organizers.com	http://www.graphicorganizers.com/samples.html
EdHelper	http://www.edhelper.com/teachers/graphic_organizers.htm
Concept Maps	http://classes.aces.uiuc.edu/ACES100/Mind/c-m2.html
EduPlace	http://www.eduplace.com/graphicorganizer/
Kathy Schrock's Rubrics	http://school.discovery.com/schrockguide/assess.html#web
Rona's Rubrics	http://www.rubrics4teachers.com/
RubiStar	http://rubistar.4teachers.org/index.php
Rubric Builder	http://landmark-project.com/index.php
Rubric Generator	http://teachers.teach-nology.com/web_tools/rubrics/
Grade Connect	http://www.gradeconnect.com/front/
EnGrade	www.engrade.com
ePALS Classroom Exchange	www.epals.com
Friends and Flags	http://www.friendsandflags.org/
Gaggle.Net	www.gaggle.net
Intercultural E-mail Classroom Connections	www.iecc.org
Internet Collaborative Projects	http://www.pwcs.edu/i-tech/internetprojects.htm
SchoolWorld Internet Education – Projects	http://www.schoolworld.asn/au/projects.html
IMAGE/PHOTO EDITORS	

www.flickr.com

www.slide.com

www.slideshare.com

www.fotoflexer.com

www.picasa.com

PODCASTS

http://www.november.learning.com

http://epnweb.org

—http://kids.learnoutloud.com/

http://www.kid-cast.com/

—
http://www.podcastforteachers.com/

WIKIS/BLOGS

www.wikispaces.com

www.pbworks.com

www.edmodo.com

www.schoolology.com

www.blogger.com

www.21classes.com

www.wordpress.com

www.blogspot.com

http://kidblog.org/home.php

DIGITAL STORY BOOKS

* www.tikatok.com

www.mixbook.com

www.shutterfly.com

www.snapfish.com

Google Search Stories   http://www.youtube.com/searchstories

www.zooburst.com

DRAWING PROGRAMS/ANIMATION

www.tuxpaint.org

www.gliffy.com

www.scratch.mit.edu

www.alice.org

http://www.snapfiles.com/get/stickfigure.html

www.toondoo.com

Sketch Up (www.google.com)

http://artpad.art.com/artpad/painter/

* www.goanimate.com

* www.voki.com

* www.blabberize.com

AUDIO / SOUND / MUSIC

* www.ujam.com

www.soungle.com

www.houndbite.com

http://blip.fm

CREATE TIMELINES

* www.timetoast.com

* www.ourstory.com

* www.capzles.com

OTHER MULTIMEDIA TOOLS

www.qlipboard.com

www.animoto.com

www.bighugelabs.com

www.fliqz.com

Digital Notebook   www.evernote.com

* http://museumbox.e2bn.org/

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Internet phone calls/Video conferencing	www.skype.com
Broadcast live from your website	www.mogulus.com
Create a digital poster *	www.glogster.com
Educational Videos	www.teachertube.com

SCREEN CAPTURE

Screen capture *	www.jingproject.com
	* www.screencastomatic.com
	http://www.faststone.org/FSCaptureDetail.htm

PRESENTATIONS

Prezi *	www.prezi.com
Present! Me *	http://present.me

ONLINE COLLABORATION

Online Collaboration	www.wiggio.com
	* www.stixy.com
	www.pbworks.com
	Google Docs (www.google.com)
	www.paltalk.com
	http://virb.com
	* http://voicethread.com
	www.dropbox.com
	www.doodle.com

CREATE SURVEYS

* www.kwiksurvey.com

* www.surveymonkey.com

* www.polleverywhere.com

* www.decidealready.com

ASSISTIVE TECHNOLOGY TOOLS

Visual Impairment	http://firevox.clcworld.net/
	http://www.satogo.com/en/
	http://www.nvda-project.org/
	http://lab.clcworld.net/clc_star/clc_star.html
Auditory Impairment	http://www.nextalk.net/nextalk62/nextalk.pl
Motor Disabilities	http://www.lakefolks.org/cnt/
Cognitive Disabilities	http://clickspeak.clcworld.net/
	http://www.clasohm.com/lmt/en/
	http://fullmeasure.co.uk/powertalk/
Education Library	http://library3.samford.edu/
Math Manipulatives	http://nlvm.usu.edu/en/nav/vlibrary.html
CuteWriter	www.cutepdf.com
Classroom Architect	http://classroom.4teachers.org/
Gaggle Free Student E-Mail	www.gaggle.net
Backflip	www.backflip.com
FormSite	www.formsite.com
Discipline Help	www.disciplinehelp.com
Eduhound Hotlist Creator	www.eduhound.com/hotlist/
School Wishes	www.schoolwishes.org
Teacher Book Wizard	http://bookwizard.scholastic.com/tbw/homePage.do
Readability Levels Online	http://www.online-utility.org/english/readability_test_and_improve.jsp
Google Earth	earth.google.com
Copyright-Friendly Media	http://webquest.org/freemedia.php
Free Educational Videos	www.pbslearningmedia.org

Faculty/Staff Technology Assessment

Orlean Beeson School of Education

Fall 2018

Please help us assess the technology needs in OBSE by taking a moment to complete the following form. Your input is greatly needed and valued, and will be used to initiate a more structured plan/procedure for meeting our faculty and staff's technical needs. Feel free to make additional comments. You may return the survey via email (mkharals@samford.edu) or campus mail to Michele Haralson in the CMTC. Thank you!

PART 1

1.   Do you feel confident in your ability to effectively incorporate technology into your instruction?

        a.   yes

        b.   no

2.   What are your barriers to using technology (personally and/or in instruction)?

3.   Approximately how many courses/workshops/seminars on technical help or technology integration did you attend at Samford or other locations within the past year?

        a.   0

        b.   1-2

        c.   3-4

        d.   5 or more

4.   Would your participation in technical or technology integration training increase with additional incentives offered (i.e., time off, stipend, etc.)?

        a.   yes

        b.   probably

        c.   no

If so, what incentive(s) would you recommend?

5. What training would you like to see offered that is not currently offered in OBBSEPS?

6.   **RANK** the following types of technology instruction in the order that is most beneficial to you.

(1=most beneficial; 7=least beneficial)

_____one-on-one instruction

_____workshops offered on campus

_____short-length instruction (i.e., as part of a faculty meeting)

_____discipline-specific approaches

_____web-based / CD-ROM tutorials

_____off-site conferences

7.   What is your sentiment toward technology integration in teaching and learning?

    a.   Very important pedagogical tool

    b.   Somewhat important

    c.   Very little importance

    d.   No value

8. What is your opinion of the level of assistance offered by *OBSE* in terms of *instructional technology integration*? (i.e., using the Smartboard, Canvas, PowerPoint, collaborative technology)

        1   2   3   4   5

Very dissatisfied   Extremely satisfied

9. Rate your opinion of the level of assistance offered by *OBBSEP*S in terms of *technical support*? (i.e., computer crashes, printer jams, using the equipment)

        1   2   3   4   5

Very dissatisfied   Extremely satisfied

10.   When you have a technology problem or concern, what steps do you take to get it solved?

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11.   What is your number one concern regarding the use of technology in OBBSEPS?

12.   What technology concerns do you have currently, either in your office or classroom that have not been addressed? Please be specific.

13.   Please circle all that apply:

      a.   Faculty

      b.   Staff

      c.   Adjunct

      d.   Teacher Education

      e.   Exercise Science

      f.   Interior Design

      g.   Graduate Studies

      h.   Family Studies

      i.   Adult Degree Programs

PART 2

TECHNOLOGY EQUIPMENT	I feel comfortable using this.	I use this but with a little help.	I would like to use this but need more training.	I am not interested in using this.
Desktop computer				
Laptop computer				
DVD player				
Fax machine				
Video teleconference				
Smartboard				
Digital video camera				

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Swivl				
Digital still camera				
Computer scanner				
Computer printer				
LCD projector				
Classroom Response System ("Clickers")				
Document Imaging Camera (ELMO)				
Wireless slate				
Tablets (iPad, etc)				
Smart Phone				
Other: (Please list)				

PART 3

APPLICATIONS	I feel comfortable using this.	I use this but with a little help.	I would like to use this but need more training.	I am not interested in using this.
Word processing				
Internet				
Spreadsheet				
Presentation software				
Electronic calendar				
Online scheduler (doodle)				
Graphics				
Research Technologies (online journals)				
Canvas				

Discipline-specific software				
Banner				
DVDs				
Email				
Podcasts/Video podcasts				
Collaborative Tools (Google Docs, blogs, wikis, etc.)				
Web page development				
Distance Learning (virtual)				
Swivl (for recording class lectures, observations, etc.)				
Electronic portfolios				
Other: (Please list)				