



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

*Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.*

Course Number and Title: **EDIT 5342 Integrating Technology in the Classroom and Portfolio Development**

Professor: **Dr. Linda Hutcherson**

Phone: **(806) 291-1057**

Email: [lindah@wbu.edu](mailto:lindah@wbu.edu)

**Course Description:**

**This course is designed for those who are currently in the classroom in a teaching position.**

The development of a teaching portfolio in a purposeful, organized, self-reflective collection of evidence will be produced by the teacher. The portfolio will be used to demonstrate professional growth and achievement of competence in teaching knowledge and skills. The portfolio will be based on the principles of the Interstate New Teacher Assessment and Support consortium (INTASC). Included in the portfolio development will be the integration of the National Educational Technology Standards for Teachers (NETS-T) into a series of lesson plans for their classroom.

**Prerequisite Courses:** EDUC 5305 Instructional Techniques and EDIT5310 or a similar basic software skills-building course.

**Required Text:** Foster, et. al. (2007) *A beginning teaching portfolio handbook*. Pearson: Columbus

**Note:** Any student who, because of a disabling condition, may require some special arrangement in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

**Course Outcome Competencies - INTASC Standards**

**STANDARD 1: CONTENT PEDAGOGY**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**STANDARD 2: STUDENT DEVELOPMENT**

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

**STANDARD 3: DIVERSE LEARNERS**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES**

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**STANDARD 5: MOTIVATION AND MANAGEMENT**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**STANDARD 6: COMMUNICATION AND TECHNOLOGY**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**STANDARD 7: PLANNING**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**STANDARD 8: ASSESSMENT**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

**STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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

**Course Calendar:**

<b>Module</b>	<b>INTASC Principle</b>	<b>Chapter Resource</b>	<b>Assignment/Artifacts /Evidence</b>	<b>Due Date</b>	<b>Points</b>
1		1-3	Portfolio Plans/Autobiography/ Philosophy of Education	11-15	
2	1	4	Curriculum Maps/Teacher Certificates/Transcripts/Teacher Evaluations	11-22	10
3	2-3	5-6	Diversity Statement/ MI Assessments/LS Assessments/Modifications and Accommodations	12-5	10
4	4	7	Lesson Plans	12-11	10
5	5-6	8-9	Video/ Classroom Management Plans and Procedures	12-19	10
6	7	10	Community Resources and Plans for Implementation into Classroom	1-9	10
7	8	11	Assessment Plans and Procedures	1-16	10
8	9	12	Professional Development Certificate Continuing Education Certificates Professional Development Plans	1-23	10
9	10	13	Evidence of Teamwork	1-30	10
10	NETS.T	14	Technology Use Lesson Plans	2-6	10
11		15-16	Showcase Portfolio	2-13	10

### Course Requirements:

The development of a teaching portfolio as outlined in the course calendar in a purposeful, organized, self-reflective collection of evidence will be produced by the teacher. The portfolio will be used to demonstrate professional growth and achieved competence in teaching knowledge and skills.

**Computation of final grade:** Outlined in the Course Calendar

### University Grading System:

<b>A</b>	90-100	<b>Cr</b>	For Credit*
<b>B</b>	80-89	<b>NCR</b>	No Credit
<b>C</b>	70-79	<b>I</b>	Incomplete**
<b>D</b>	60-69	<b>W</b>	Withdrawal
<b>F</b>	below 60	<b>X</b>	No grade given
		<b>IP</b>	In Progress

\* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*\*A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

**Participation Policy:** Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to increase your skills and ability as a professional. If you wouldn't use the excuse for your boss/principal, don't use it as an excuse for this class. You will never be better as a teacher than you are a student.

### Academic Honesty

Wayland "expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action."

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**Plagiarism-** "Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.

3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

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