

EDIT 2310



Plainview Campus SCHOOL OF EDUCATION

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

Course Number and Title: EDIT 2310 SPRING 16WK 2022 PL01 Technology in the Classroom

Term: Spring 2022

Adjunct Professor: Lori Franklin, M.Ed.

Class Meeting: Monday Nights 6:30 – 9:30 Room VH202

Office Hours: Contact instructor for appointment

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Course Description: Application and Integration of work tools (office suite) and other online tools, concepts and design, input strategies, ethical practices, challenge-based learning, efficient use of electronic information, problem-solving and communication using technology applications in the classroom based upon the state and national essential knowledge and skills with a focus on creating and developing a professional online portfolio to house artifacts from this course and future courses.

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Microsoft 365® (formerly known as Microsoft Office 365) includes the following programs:

- Microsoft 365® Word provides templates, an AutoContent Wizard, and formatting options, such as Clip Art insertion, that enable the teacher and students to write professional documentation.
- Microsoft 365® PowerPoint enables the teacher and students to create dynamic presentations by using new animation tools, design templates, formatting techniques, and more.
- Microsoft 365® Excel allows the teacher and students to gather, organize, and manage data effectively by using the latest tools.
- Microsoft 365® Access allows the teacher and students to organize and manage large amounts of information effectively by using a database

Prerequisite: none

Suggested Textbook: none

Resources: Along with Microsoft 365®, the following websites will be used:

<https://www.remind.com/>

[Kahoot](#)

<https://www.socrative.com/>

[Smore](#)

<https://www.polleverywhere.com/>

[Microsoft Education Center](#)

<https://www.thinglink.com/>

[Microsoft in Education](#)

[Google Workspace](#) (formerly G Suite)

[Apple in Education](#)

[Google in Education](#)

<https://prezi.com/>

[CamStudio](#)

[ISTE Standards for Educators](#)

[Screencastify](#)

[Dropbox](#)

[Screencast-O-Matic](#)

[Quizziz](#)

[YouTube Studio](#)

[Desmos](#)

Method of Instruction: This is an activities-based course that integrates the learning and practice of basic computer skills with teacher activities. The purpose of this method of instruction is so the teacher will be able to work “smarter” while planning and preparing their instruction and communicating with their students, colleagues and parents.

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Student Learning Outcomes (SLO):

1. Students will use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

2. Students will identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

3. Students will use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

4. Students will communicate information in different formats and for diverse audiences.

5. Students will 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.

Student Assessment of SLOs:

Each student will create and showcase a unit portfolio (worth 100 points each) that will include the following:

1. Two Microsoft 365® PowerPoint projects
2. Two Microsoft 365® Word projects
3. Three Microsoft 365® Excel project
4. Two Microsoft 365® Publisher projects
5. Lesson Plan Template Using Google Forms and Google Docs
6. One video editing project
7. Two video posts on FlipGrid
8. A mid-term research paper
9. A final project using three types of technology

Other Course Discussions will Involve:

1. Legal issues – COPPA, FERPA, ADA Section 504, Privacy, Security
2. Copyright, Trademark, Plagiarism, and FairUse
3. Using Padlet to describe Web 2.0 applications
4. In-Person Presentation (PowerPoint, Prezi, Google Slides)
5. Cloud File Sharing (OneDrive, Google Drive, Microsoft Office online, Google Workplace apps)
6. Interactive Presentation – YouTube, NearPod, PowerPoint and Forms
7. Google Classroom
8. Microsoft Teams and OneNote Classroom
9. Student Response Systems (SRS) – Pollanywhere, Socrative, Quizziz, and Kahoot
10. Whiteboard presentations – Microsoft Whiteboard, Google JamBoard,
11. Screencasting (with captions) – PowerPoint, Screencastify, Screencast-O-Matic, Camtasia/CamStudio
12. Web 2.0 Apps

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Course Calendar:

| Module | Application | Description | TEA Standards | ISTE |
|--|-----------------------------------|---|---|--|
| Module 0 – Course Introduction | PreTest | Important distinctions between the Internet and the Web, and various vendors who can help you as a teacher. | 1.1k , 1.1s, 1.2s, 1.7s, 1.9s, 2.1s, 2.2s, 5.2s, | 4a, 4b, 4c, 4d |
| Module 1 – PowerPoint | MS PowerPoint | Learn to use PowerPoint by creating a presentation introducing yourself | 1.2k, 2.3s, 3.4s, 4.1s, 4.7s | 1a, 1b, 1c, 1d, 7a, 7b, 7c |
| Module 2 – Word | MS Word | Create a resume, Adding graphics | 1.2k, 2.3s, 3.1s, 3.7s, 4.4s | 1a, 1b, 1c, 5a, 5b, 5c |
| Module 3 – Webquest | Webquest, Symbaloo, Web Apps, SRS | Inquiry-based lessons | 4.9s, 4.10s, 4.11s, 4.12s, 5.4k, 5.5k, 5.4s, 5.12s, 5.13s, 5.18s | 5a, 5b, 5c, 7a, 7b, 7c |
| Module 4 – Copyright Laws & Legal Issues | Glogster | What is approximate in the classroom? Music, Video, Printer Materials, Internet Resources | 1.3k, 1.14s, 1.15s, 2.3k, 2.6s, 5.8s 5.13s | 3a, 3b, 3c, 3d |
| Module 5 – Web 2.0 | Padlet, multiple | Discuss the tools available | 1.16s, 5.3s, 5.8s, 5.12s | 1a, 1b, 1c, 3a, 3b, 3c, 3d |
| Module 6 - Excel | MS Excel | Create a gradebook | 1.2k, 3.2s, 4.3s, 4.5s, 5.13s | 5a, 5b, 5c 7a, 7b, 7c |
| Module 7 – Publisher | MS Publisher | Create a brochure or poster | 1.12s, 3.5s, 4.4s, | 2a, 2b, 2c, 1a, 1b, 1c |
| Module 8 – Access | MS Access | Use Google Forms and Docs to create a lesson plan template | 4.9s, 4.10s, 4.11s, 4.12s, 5.4k, 5.5k, 5.4s, 5.12s, 5.13s, 5.18s | 5a, 5b, 5c, 7a, 7b, 7c |
| Final Project | Multiple | Create a lesson plan using at least three of the tech tools we have discussed | 3.8s, 3.9s, 5.1s, 5.3s, 5.4s, 5.16s | |
| Throughout The Course | | | 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.10s, 1.11s, 1.13s, 2.1k, 2.3k, 2.4s, 2.5s, 2.7s, 2.8s, 3.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.3k, 4.6s, 5.1k, 5.2k, 5.3k, 5.6k, 5.7k, 5.8k, 5.5s, 5.6s, 5.9s, 5.10s, 5.11s, 5.15s, 5.16s, 5.17s, | 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 7a, 7b, 7c |

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Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Makeup/late policy: All assignments will be due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. No points will be deducted from the assignment if the reasons are acceptable to the professor. If the assignments are late because of negligence of the student, 1 point per day will be deducted from the grade.

University Grading System:

| | | | |
|----------|----------|------------|----------------|
| A | 90-100% | Cr | For Credit* |
| B | 80-89% | NCR | No Credit |
| C | 70-79% | I | Incomplete** |
| D | 60-69% | W | Withdrawal |
| F | Below 60 | X | No grade given |
| | | IP | 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.

Attendance requirements:

Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of "F" in the course. You are training to be a professional. You will never be any better teacher than you are a student. Any necessary absences are expected to be explained beforehand and arrangements made for assignments. Any unavoidable absences are expected to be explained ASAP via voice mail or email. Any unexplained absence will result in no credit for that day. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each day.

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Academic Honesty:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

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.*

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

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

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Texas Examinations of Educator Standards (TExES) Alignments:

The beginning teacher:

Domain II: Creating a positive, productive classroom environment

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.

Domain III: Implementing effective, responsive instruction and assessment

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

- Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
- Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).
- Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).
- Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, internet document, video).
- Identifies and addresses equity issues related to the use of technology.

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Domain IV: Fulfilling professional roles and responsibilities

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and practicing in various types of professional activities.

- Understands and uses professional development resources (e.g., mentors and other support systems, conferences, **online resources**, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills, **technological expertise**.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- Follows procedures and requirements for maintaining accurate student records.

English Language Arts 7-12

Competency 011: The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

The beginning teacher:

- Understands different types and purposes of media.
- Analyzes and teaches about the influence of the media and the power of visual images.
- Demonstrates awareness of ethical and legal factors (e.g., copyright, fair use, liability) to consider in the use and creation of media products.
- Applies and teaches skills for responding to, interpreting, analyzing and critiquing a variety of media (e.g., advertising, visual images, propaganda, documentaries).
- Understands and facilitates the production of media messages (e.g., illustrations, charts, graphs, videos, multimedia presentations).
- Guides students to evaluate their own and others' media productions.
- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' media literacy.
- Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase media literacy.

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TEA Standards

Standard I: All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Domain I: Competency 001)

Teacher Knowledge: What All Teachers Know

Teacher Knowledge: What All Teachers Know

1.1k the appropriate use of hardware components, software programs, and their connections;

1.2k data input skills appropriate to the task; and

1.3k laws and issues regarding the use of technology in society.

Application: What All Teachers Can Do

1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;

1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;

1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity;

1.5s use technology terminology appropriate to the task;

1.6s perform basic software application functions, including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

1.7s explain the differences between analog and digital technology systems and give examples of each;

1.8s use appropriate terminology related to the Internet, including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML);

1.9s compare and contrast LANs, WANs, the Internet, and intranets;

1.10s use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick;

1.11s demonstrate keyboarding proficiency in technique and posture while building speed;

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1.12s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;

1.13s develop strategies for capturing digital files while conserving memory and retaining image quality;

1.14s discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;

1.15s model ethical acquisition and use of digital information including citing sources using established methods;

1.16s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet;

1.17s identify the impact of technology applications on society through research, interviews, and personal observation; and

1.18s demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.

Standard II: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Domain I: Competency 002 Domain II: Competency 004)

Teacher Knowledge: What All Teachers Know

2.1k a variety of strategies for acquiring information from electronic resources;

2.2k how to acquire electronic information in a variety of formats; and

2.3k how to evaluate acquired electronic information.

Application: What All Teachers Can Do

2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets;

2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies;

2.3s identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files;

2.4s access, manage, and manipulate information from secondary storage and remote devices;

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| 2.5s use on-line help and other documentation; |
| 2.6s determine and employ methods to evaluate electronic information for accuracy and validity; |
| 2.7s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; and |
| 2.8s identify the source, location, media type, relevancy, and content validity of available information |
| Standard III: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. (Domain I: Competency 002) |
| Teacher Knowledge: What All Teachers Know |
| 3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems; |
| 3.2k how to use research skills and electronic communication to create new knowledge; and |
| 3.3k how to use technology applications to facilitate evaluation of work, including both process and product. |
| Application: What All Teachers Can Do |
| 3.1s plan, create, and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings; |
| 3.2s plan, create, and edit spreadsheet documents using all data types, formulas and functions, and chart information; |
| 3.3s plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting; |
| 3.4s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics; |
| 3.5s plan, create, and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolumn or multi-section documents with a variety of text-wrapped frame formats; |
| 3.6s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications; |
| 3.7s integrate two or more productivity tools, including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge, into a document; |

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| 3.8s use interactive virtual environments, appropriate to grade level, such as virtual reality or simulations; |
| 3.9s use technical writing strategies to create products such as a technical instruction guide; |
| 3.10s use subject matter foundation and enrichment curricula in the creation of products; |
| 3.11s participate in electronic communities as a learner, initiator, and contributor; |
| 3.12s complete tasks using technological collaboration such as sharing information through on-line communications; |
| 3.13s use groupware, collaborative software, and productivity tools to create products; |
| 3.14s use technology in self-directed activities to create products for and share products with defined audiences; |
| 3.15s integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula; |
| 3.16s design and implement procedures to track trends, set time lines, and review/ evaluate progress for continual improvement in process and product; and |
| 3.17s resolve information conflicts and validate information through research and comparison of data from multiple sources. |
| Standard IV: All teachers communicate information in different formats and for diverse audiences. (Domain I: Competency 003) |
| Teacher Knowledge: What All Teachers Know |
| 4.1k how to format digital information for appropriate and effective communication; |
| 4.2k how to deliver a product electronically in a variety of media; and |
| 4.3k how to evaluate communication in terms of both process and product. |
| Application: What All Teachers Can Do |
| 4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences; |
| 4.2s demonstrate the use of a variety of layouts in a database, including horizontal and vertical layouts, to communicate information appropriately; |
| 4.3s create a variety of spreadsheet layouts containing descriptive labels and page settings; |

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4.4s demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to communicate effectively;

4.5s match the chart style to the data when creating and labeling charts;

4.6s publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, Internet documents, and video;

4.7s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;

4.8s use telecommunication tools, such as Internet browsers, video conferencing, and distance learning, for publishing information;

4.9s design and implement procedures to track trends, set time lines, and review and evaluate products using technology tools such as database managers, daily/monthly planners, and project management tools;

4.10s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that process and product can be evaluated using established criteria or rubrics;

4.11s select representative products to be collected and stored in an electronic evaluation tool; and

4.12s evaluate products for relevance to the assignment or task.

Standard V: 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. (Domain I: Competency 003)

Teacher Knowledge: What All Teachers Know

5.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations;

5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;

5.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum;

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5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;

5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;

5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;

5.7k how to evaluate the effectiveness of technology-based instruction; and

5.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.

Application: What All Teachers Can Do

5.1s plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups;

5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology;

5.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;

5.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team;

5.5s provide adequate time for teaching the Technology Applications TEKS;

5.6s identify and use resources to keep current with technology education;

5.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;

5.8s follow guidelines for the legal and ethical use of technology resources;

5.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;

5.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

5.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;

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5.12s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;

5.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;

5.14s evaluate appropriately students' projects and portfolios using formal and informal assessment methods;

5.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;

5.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;

5.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and

5.18s incorporate new strategies to improve classroom instruction in Technology Applications.