

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 Technology in the Classroom

Adjunct Professor: Lori Franklin, M.Ed.

Class Meeting: Online

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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.

Prerequisite: none

Suggested Textbook: none

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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Resources:

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

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

[Google Workspace](#)

[Desmos](#)

<https://prezi.com/>

[Kahoot](#)

[ISTE Standards for Educators](#)

[CamStudio](#)

[Dropbox](#)

[Screencastify](#)

[Quizziz](#)

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.

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Student Assessment of SLOs:

Each student will create and showcase a unit portfolio (worth 100 points each) that will include lesson plans created through a template in Google Forms, Teacher Resources, and Student Example for each of the following

- 2 PowerPoint
- 2 Word
- 2 Publisher
- 2 Excel
- 1 Flip Grid
- 5 minute edited video

For the midterm, student will write a Research Paper on Legal Issues. Along with the final portfolio, students create and record a final lesson using at least three types of technology.

Students will also be assessed on use each of the Office tools individually by creating resources that will be useful in their future careers.

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. Cloud File Sharing (OneDrive, Google Drive, Microsoft Office online, Google Workplace apps)
5. Interactive Presentation – YouTube, NearPod, PowerPoint and Forms
6. Student Response Systems (SRS) – Pollanywhere, Quizziz, and Kahoot
7. Whiteboard presentations – Microsoft Whiteboard, Google JamBoard,
8. Screencasting (with captions) – PowerPoint, Screencastify, Camtasia/CamStudio, VidGrid

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Course Calendar:

Week	Assignments	Discussion	TEA Standards	ISTE
Week 1 – Course Introduction	Syllabus Quiz PreTest Share Google Drive	Introduce Yourself	1.1k , 1.1s, 1.2s, 1.7s, 1.9s, 2.1s, 2.2s, 5.2s,	4a, 4b, 4c, 4d
Week 2 – PowerPoint	LP Template Introduce Yourself Gamify Classroom	Compare PowerPoint and similar tools. Describe SAMR Model. Discuss vendors of useful tools.	1.2k, 2.3s, 3.4s, 4.1s, 4.7s	1a, 1b, 1c, 1d, 7a, 7b, 7c
Week 3 – Word and Publisher	Resume Worksheet Poster Other Publisher	Using Word and Publisher. Legal considerations. Communication	1.2k, 2.3s, 3.1s, 3.7s, 4.4s	1a, 1b, 1c, 5a, 5b, 5c
Week 4 – Excel and Access	Gradebook Pixel Art Rubric Midterm Paper	Using Excel with functions. Explore Access. Types of assessment.	3.4s, 4.1s, 4.7s	5a, 5b, 5c, 6a, 6b, 6c, 6d, 7a, 7b, 7c
Week 5 – Videos	YouTube FlipGrid	Using videos in the classroom. Benefits of students use of technology.	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
Week 6 – Video Editing	Edited Video	Multiple editing tools. Moral and ethical expectations in social media.	1.3k, 1.14s, 1.15s, 2.3k, 2.6s, 5.8s 5.13s	3a, 3b, 3c, 3d
Week 7 – Web 2.0	Padlet	Compare and review Web 2.0 tools	4.2k, 4.1s, 4.7s, 5.13s	4a, 4b, 4c, 4d, 7a, 7b, 7c
Week 8 – Course Wrap Up	Unit Portfolio 15-20 min lesson	Collect resources and plan a lesson using at least three tech tools.	3.10s, 3.14s, 3.15s, 5.1s, 5.3s, 5.4s, 5.7s, 5.14s,	2a, 2b, 2c, 7a, 7b, 7c
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.

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.

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TEA Standards

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. (Domain I: Competency 001)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
1.1k how to use innovative technology and electronic communication to create new knowledge;	1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;
1.2k how to use prior knowledge to develop new ideas, products, and processes; and	1.2s explore complex systems or issues by using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results;
1.3k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology.	1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;
	1.4s apply prior knowledge to develop new ideas, products, and processes; and
	1.5s create, present, publish, and copyright original works as a means of personal or group expression.
Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. (Domain I: Competency 002 Domain II: Competency 004)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
2.1k how to design and format digital information for appropriate and effective communication;	2.1s use technical writing strategies to create products such as a technical instruction guide;
2.2k how to deliver a product electronically in a variety of media;	2.2s participate in electronic communities as a learner, initiator, and contributor;
2.3k how to evaluate communication in terms of both process and product; and	2.3s employ technological collaboration such as sharing information through online communications to complete tasks;
2.4k how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.	2.4s use groupware, collaborative software, and productivity tools to create products;
	2.5s use technology in self-directed activities to create products for and share products with defined audiences;
	2.6s evaluate student-created products through self-and peer review for relevance to the assignment or task prior to final submission;
	2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences;
	2.8s identify the source, location, media type, relevancy, and content validity of available information

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	2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences; and
	2.10s create and manage personal learning networks to collaborate and publish with peers, experts, or others by using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies.
Standard III: All teachers acquire, analyze, and manage content from digital resources. (Domain I: Competency 002)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;	3.1s use strategies to locate and acquire desired information from collaborative software and online resources;
3.2k how to evaluate and validate acquired electronic information; and	3.2s apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies;
3.3k how to access and use online help.	3.3s use online help and other documentation;
	3.4s determine and employ methods to evaluate electronic information for accuracy and validity;
	3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources;
	3.6s identify the source, location, media type, relevancy, and content validity of available information; and
	3.7s process data and communicate results.
Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills. (Domain I: Competency 003)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
4.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;	4.1s discuss, explain, and evaluate the impact of technology applications on society and in various areas of study through research, interviews, and personal observation;
4.2k how to use technology applications to facilitate evaluation of work, including both process and product; and	4.2s plan and manage activities to develop a solution, design a computer program, or complete a project;
4.3k how to evaluate and modify steps to accomplish a task or the development of a process or product.	4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning;
	4.4s use multiple processes and diverse perspectives to explore alternative solutions;
	4.5s evaluate and modify steps to make informed decisions and support reasoning to accomplish a task or the development of a process or product;
	4.6s identify and define relevant problems and significant questions for investigation;
	4.7s transfer current knowledge to the learning of newly encountered technologies;
	4.8s evaluate the appropriateness of a digital tool to achieve the desired product;

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	4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data;
	4.10s design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product;
	4.11s design and implement procedures for tracking trends, setting timelines, and reviewing and evaluating products through the use of technology tools such as database managers, daily/monthly planners, and project management tools; and
	4.12s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that established criteria or rubrics can be used to evaluate the process and product.
Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources. (Domain I: Competency 003)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
5.1k laws and issues regarding the use of technology in society;	5.1s understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations, and issues including but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
5.2k how to practice and explain ethical acquisition of information and standard methods for citing sources;	5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;
5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.	5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet;
	5.4s model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;
	5.5s understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media; and
	5.6s understand and practice safe and responsible online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.
Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations. (Domain I: Competency 003)	
Teacher Knowledge: What All Teachers Know	Application: What All Teachers Can Do
6.1k the correct use of hardware components, software programs and various systems and their connections;	6.1s demonstrate knowledge and appropriate use of operating systems, hardware systems, network systems,

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	virtual systems, learning systems, software applications, and communication and networking components;
6.2k how to use software applications, including selecting and using software for a defined task;	6.2s manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions, and emerging digital organizational strategies;
6.3k how to compare and contrast various network systems; and	6.3s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;
6.4k how to apply basic design principles.	6.4s navigate systems and applications accessing peripherals both locally and remotely;
	6.5s select and use software and Internet tools for a defined task according to quality, appropriateness, effectiveness, and efficiency;
	6.6s delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity;
	6.7s use and understand technology terminology appropriate to the task;
	6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents;
	6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software;
	6.10s evaluate and select technology tools based on licensing, application, and support;
	6.11s how to compare and contrast LANs, WANs, the Internet, and intranets;
	6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller;
	6.13s demonstrate keyboarding proficiency in technique and posture while building speed and accuracy;
	6.14s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;
	6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files;
	6.16s access, manage, and manipulate information from secondary storage and remote devices;
	6.17s use digital typography standards such as readable fonts, alignment, page setup, tabs, table properties, and ruler settings to plan, create, and edit word processing documents;
	6.18s use advanced computational and graphic components, trending tools, all data types, formulas and

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	functions, and chart information to plan, create, and edit spreadsheet documents;
	6.19s plan, create, and edit databases by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting;
	6.20s use relevant publication standards and graphic design principles to plan, create, and edit a digital publication;
	6.21s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video, and graphics;
	6.22s integrate two or more technology tools to create a new digital project;
	6.23s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications and photo editing software;
	6.24s create a variety of spreadsheet layouts containing descriptive labels and page settings;
	6.25s use a variety of media, formats, devices, and virtual environments to select and store products;
	6.26s match the chart style to the data when creating and labeling charts;
	6.27s discuss, explain, and evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;
	6.28s select and use appropriate collaboration tools;
	6.29s evaluate products for relevance to the assignment or task;
	6.30s use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web, and print; and
	6.31s discuss, explain, and evaluate the impact of technology applications through history and in various areas of study through research, interviews, and personal observation.
Standard VII: 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	Application: What All Teachers Can Do
7.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations;	7.1s plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups;
7.2k 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;	7.2s 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;
7.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum;	7.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;

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7.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;	7.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team;
7.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;	7.5s provide adequate time for teaching the Technology Applications TEKS;
7.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;	7.6s identify and use resources to keep current with technology education;
7.7k how to evaluate the effectiveness of technology-based instruction; and	7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;
7.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.	7.8s follow guidelines for the legal and ethical use of technology resources;
	7.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;
	7.10s 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;
	7.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
	7.12s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
	7.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;
	7.14s evaluate appropriately students' projects and portfolios using formal and informal assessment methods;
	7.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;
	7.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;
	7.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and
	7.18s incorporate new strategies to improve classroom instruction in Technology Applications.