

Virtual Campus

**SCHOOL OF EDUCATION**

**1.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.

**2. Course Number and Title: EDIT 5342 - Advanced Portfolio Development and Technology Integration Fall 2 2021 VC01 Oct 11-Dec 11**

**3. Professor:** Linda Hutcherson-Beckel Ed.D.

**4. Phone:** (806) 336-5015-Cell

**5. Email:** lindah@wbu.edu

**6. Catalog Description:** Designed for those who are currently in the classroom in a teaching or instructor position; development of a teaching portfolio in a purposeful, organized, self-reflective collection of evidence used to demonstrate professional growth and achievement of competence in teaching knowledge and skills; based on the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC); integration of the National Educational Technology Standards for Teachers (NETS•T) into a series of lesson plans for the classroom.

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

**8. Course Synopsis**: The development of a professional portfolio based on the [educator standards](http://tea.texas.gov/texas_educators/preparation_and_continuing_education/approved_educator_standards/) of the Texas Administrative Code Title 19 Part 2 Chapter 149

Subchapter AA RULE §149.1001

**Standard 1--Instructional Planning and Delivery**. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

**Standard 2--Knowledge of Students and Student Learning**. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

**Standard 3--Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

**Standard 4--Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

**Standard 5--Data-Driven Practice**. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**9. Course Outcome Competencies:** The student will become proficient in curriculum design and the use of a variety of technology tools to

        enhance the learning environment of the classroom and

        accelerate student achievement of the state standards

**10. Portfolio:** The student will develop a professional portfolio that contains the following components:

**Task 1: Planning**

* Lesson Plans
* Instructional Materials
* Student Assessments

**Task 2: Assessment**

* Student Work Samples
* Evaluation Criteria

**11. Course Outline and Grading Structure:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | **Chapters** | **Purpose** | **Due Date** | **Portfolio****Component** | **Points** **Possible** |
|  |  |  |  |  |  |
| 1 | 1 | Overview of course; review of the history of educational technology; current issues | Oct 14 | Lesson Plan 1, Student Sample 1 | 85 |
| 2 | 2 and 3 | Learning theory foundations, the TTIPP Model, essential conditions for technology integration; teacher leadership and technology integration | Oct 21 | Lesson Plan 2, Student Sample 2 | 85 |
| 3 | 4-5 | Resources for productivity and instructional software functions and roles | Oct 28 | Lesson Plan 3, Student Sample 3 | 85 |
| 4 | 6 | Web-based content resources | Nov 4 | Lesson Plan 4, Student Sample 4 | 85 |
| 5 | 7 | Web-based communication, collaboration, design, creation and making | Nov 11 | Lesson Plan 5, Student Sample 5 | 85 |
| 6 | 8 | Blended and online learning | Nov 18 | Lesson Plan 6, Student Sample 6 | 85 |
| 7 | 9-15 | Choose a subject area for in-depth study | Dec 2 | Lesson Plan 7.Student Sample 7 | 85 |
| 8 | 9-15 | Presentations; assessment activities | Dec 9 | Portfolio Presentation | 100 |

**12.Attendance requirements:**

Any student who misses 25% or more of the regularly scheduled class meetings/due dates 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 any work required on 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.

**13. 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.

**14. 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](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

**15. 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.

**16. Grade Appeal:**

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.