



**Don Williams SCHOOL OF EDUCATION**

**Wayland Baptist University Mission Statement:**

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

Term and Dates:

**FALL 1 2025**

**Instructor:**

Richard Mendoza, M.F.A.

**Office Phone and WBU Email Address:**

Phone: (619) 655-0363 [cell phone]

Email: [richard.mendoza@wayland.wbu.edu](mailto:richard.mendoza@wayland.wbu.edu)

**Office Hours, Building, Location:**

By Appointment

**Class Meeting Times/Location:**

Virtual Class – Through Blackboard

**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.

**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.

**Catalog Description:**

Microcomputer utilization in education for management and integration into instruction through advanced use of integrated software packages, graphics, desktop publishing, the Internet, multimedia, and electronic presentations; included with computer-assisted instruction, computer-managed instruction, and the acquisition of hardware and software.

**Statement on Plagiarism and Academic Dishonesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**B. Generative AI tools permitted in specific context and with proper citations.**

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

[Wayland Policy on Plagiarism](#)

**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.

## COURSE EXPLANATION

**PRESENTATIONS:** All videos in this class should be presented professionally. Think about your lighting, sound, script, etc. Avoid word fillers such as um, like, etc. (Please watch this video for more expectations: [LINK](#)). You will be expected to be seen in the video (no voice overs), so please dress professionally (no baseball caps, no sweats, no t-shirts/tank tops, no shirts with words or logos, etc.), as you would in the classroom or an organization. Do not have a distracting background. You may use VidGrid (recommended), YouTube, or Vimeo. You will also want to provide a video link in the course. Please do not upload through the cloud, as all students need to be able to access them. Include slides that are professional, not walls of text, but graphics and bullets that support your instruction.

## Course Calendar

WEEKS	ASSIGNMENTS	DESCRIPTION	POINTS	DUE DATE
Week 1 – Introduction to the course & MS Word	YouTube Channel  Resume	Create a YouTube Channel (in-class)  Create a one-page resume, adding graphics (due by Saturday at midnight)	200	8/16
Week 2 – Presentation applications, Webquest & Google	PowerPoint & Prezi  Video Links  One-Minute Video	Create 5-10 slides on a subject you would want to teach. Include graphics, video, text, sample videos, music, and narration. Graphics. Due Saturday by midnight on your YouTube Channel.  You must find 5 video links that pertain to language arts and put the hyperlinks into a Word document.  Create a one-minute video that teaches how to insert hyperlinks into Word. Due Saturday by midnight on your YouTube Channel.	200	8/23
Week 3 – Copyright Laws, Animated Slide Shows/Transitions/Moving Graphics	Research Video  Slide Show	Research Copyright Laws and create a 7-minute video (Music, Video, Printer Materials, Internet Resources). Due Saturday by midnight on your YouTube Channel.  Create a 20-slide slide show with each slide having transitions and moving graphics. It should be related to the field you plan to teach in. Due Saturday by midnight on your YouTube Channel.	200	8/30

<p>Week 4 – Classroom Apps &amp; <b>Email / Social Media Etiquette</b></p>	<p>Google Classroom Report &amp; Video Demonstration</p> <p>Email Project</p>	<p>Research Google Classroom and create a 10-minute video showing how to use Google Classroom. Due Saturday by midnight on your YouTube Channel.</p> <p>Research and create a 5-minute Video on this email and social media etiquette topic. Access your school email in Outlook and send your hyperlink, with a letter embedded in the email, to your professor.</p>	200	9/6
<p>Week 5 –Google Docs &amp; Google Drive &amp; Excel</p>	<p><b>Google Drive Assignment</b></p> <p><b>Google Drive Tutorial Video</b></p> <p>Gradebook Project in Excel</p> <p>Video Tutorial</p>	<p>Create a Word document for an assignment that includes: Topic, Instructions, Delivering Method, and Due Date (all should be in complete sentences)</p> <p>Save in Google Drive and give access to your professor.</p> <p>Create a video that teaches a student how to share to Google Drive and upload the video to your YouTube Channel Saturday by midnight.</p> <p>Create a gradebook for 10 students with 5 assignments based on 100 points each (grades should be different percentages). Average the score for a final grade. Each row should be highlighted every other row.</p> <p>Create video, less than 5 minutes, on how you did this. Upload to your channel by Saturday at midnight.</p>	200	9/13
<p>Week 6 – TedED, Technology Appliances in Classroom &amp; Trouble Shooting</p>	<p>Ted Ed interactive presentation</p> <p>Classroom Technology Project</p>	<p>Create a lesson on an academic topic in TedEd. It must include the five components: Watch, Think, Dig Deeper, Discuss, and Finally (see example: <a href="https://ed.ted.com/on/WUDgWQXP">https://ed.ted.com/on/WUDgWQXP</a>) This is due by Saturday at midnight.</p> <p>Watch this video: <a href="https://youtu.be/9IbN1LxXevM?si=squ49uaSEizkd_zA">https://youtu.be/9IbN1LxXevM?si=squ49uaSEizkd_zA</a></p> <p>Then create your own video that expresses your opinion by Saturday at midnight, then comment on others videos by next Wednesday.</p>	200	9/20

Week 7 – Online Quizzes & <b>Canva</b>	Online Quiz  Video  Canva	Find an online quiz program and create a 10- question quiz for an academic subject by Saturday by midnight.  Create a short video that demonstrates how you created the quiz.  Create a brochure or poster using Canva. Include at least ten elements (text, pictures, etc.)  Video on how you created your project and upload to your YouTube Channel Saturday by midnight.	200	9/27
Week 8 - Final Project	<b>Final Project</b>	Create a video presentation (15-17 minutes) of yourself, teaching the technology skills (with examples) you have learned each week in this term. The gist of each week’s project and the take-a-ways. Uploaded to your YouTube Channel by the final date. NO LATE ENTRIES WILL BE ACCEPTED.	600	10/4

TOTAL: 2,000

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:

<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.

#### 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.

#### 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.

**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.

#### 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.

## TEA Standards

<p><b>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)</b>  <b>Teacher Knowledge: What All Teachers Know</b></p>
<p><b>Teacher Knowledge: What All Teachers Know</b></p>
<p>1.1k the appropriate use of hardware components, software programs, and their connections;</p>
<p>1.2k data input skills appropriate to the task; and</p>
<p>1.3k laws and issues regarding the use of technology in society.</p>
<p><b>Application: What All Teachers Can Do</b></p>
<p>1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;</p>
<p>1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;</p>
<p>1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;</p>
<p>1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity;</p>
<p>1.5s use technology terminology appropriate to the task;</p>
<p>1.6s perform basic software application functions, including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;</p>

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;
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.
<b>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)</b>
<b>Teacher Knowledge: What All Teachers Know</b>
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.
<b>Application: What All Teachers Can Do</b>
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;
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
<b>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)</b>
<b>Teacher Knowledge: What All Teachers Know</b>
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.
<b>Application: What All Teachers Can Do</b>
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;

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.
<b>Application: What All Teachers Can Do</b>
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;
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;

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;
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.