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| **W540 Computer-Based Teaching Methods (3 Credit hours)**April 17th, 2014Christie Turbeville0003277012**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Assessment Rubric #3: Technology Design In-Service (***Website:*[**http://turbevilletechnology.weebly.com**](http://turbevilletechnology.weebly.com) **)****Type of Assessment: Pedagogical and Professional Knowledge, Skills, and Dispositions: Planning** |
| **Artifacts: *parent communications, professional development/workshop agendas/handouts, video recording, technology ideas, specific concepts related to technology, future educational technology goals, two artifacts that demonstrate participation in educational technology efforts beyond the school level (i.e. letter to a congressional representative, letter to the school board, grant proposal, etc.); and letter to teacher(s) communicating assessment results from diagnostic work.*** |
| ***Descriptor*** | **Exceeds Standard** | **Meets Standard** | **Approaches Standard** | ***Performance Indicator*** |
| **Provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.**  | Exceeds TF Standard | Meets TF Standard | Artifact Approaches TF Standard | TF-II.A.1 |
| **Project:** Technology Unit Lesson Plans/In-Service PD/Weebly Blog**Explanation:**  I created a technology unit about integrating digital comic strips into the ELA curriculum to meet the ELA Common Core standards of sequencing and story elements. While creating the unit, I used email and face-to-face discussions with my partner to discuss my PD plan and technology unit to provide feedback so that I could make improvements to my plan and unit. I presented an in-service to district teachers and provided the following resources: **http://bcpsgoogletools.wikispaces.com/home** and feedback to teachers locally and abroad about various resources that I have learned, used, and practiced throughout these technology classes. I created a unit that was developmentally appropriate for 2nd-3rd grade students. The unit used various teacher technology tools to deliver the lesson (ActivBoard, ActivSlates, Document Cameras, Clickers, Projector, Computer, Google Search, and websites) while the students used the computer to research with Google Safe Searching and online tools to complete the comic strips ([www.makebeliefscomix.com](http://www.makebeliefscomix.com) ).  |
| **Consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II.A.2 |
| **Project:** Technology Unit Lesson Plans/In-Service PD/Weebly Blog/Individual Presentation/Communications with Peers Locally and Abroad**Explanation:** While creating the technology unit I discussed strategies for teaching computer/technology concepts and skills with Janna Johnson in person, through email, and on Lync when needed. Janna and I discussed various ways to be sure we met and/or exceeded the standards as well as possible problems we may encounter within our units or PD plans.  |
| **Assists teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II.A.3 |
| **Project:** School Technology Plan/ In-Service PD/Weebly Blog/Communications with Peers Locally and Abroad**Explanation:** While creating my technology unit, I researched the 2nd grade curriculum and saw a perfect alignment between sequencing, showing ownership through quotations and developing a story with story elements with comic strip creations. I determined that the website ([www.makebeliefscomix.com](http://www.makebeliefscomix.com) ) supports the diverse learners by providing various levels of completion and options in completing the comic strip. I also added a tutorial on the website to be sure that everyone could see, hear, and experience the website in case there were any questions on completion. Language diversity was also achieved because the Make Beliefs website has various language options. I learned the following strategies to help support the diverse needs of learners: be sure all students have equal opportunities for achievement and that language barriers are not an issue, develop projects that allow learners to choose their level of difficulty and advance their own learning, coordinate projects between grade levels that advance and build upon technological skills achieved in previous grade levels while looking to move ahead on skills and diverse learning opportunities. I was also able to communicate with teachers locally and abroad through Pinterest, Twitter, Edmodo, Facebook, and various state and national listservs.  |
| **Assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II.C.1 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I created a technology unit which incorporated the following ISTE and ELA Common Core Standards:**ISTE NETS-Student Technology Standards:**1. *Creativity and Innovation:* Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Apply existing knowledge to generate new ideas, products, or processes
3. Create original works as a means of personal or group expression.

**ISTE NETS-Student Technology Standards:**1. *Design and Develop Digital Age Learning Experiences and Assessments:* Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards-S.
2. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
3. Develop technology-enriched learning environments, that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
4. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.
5. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

**2nd Grade Common Core Standards:**1. [C](http://www.corestandards.org/ELA-Literacy/W/2/3/)CSS.ELA-Literacy.W.2.3Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2. [CCSS.ELA-Literacy.RL.2.7](http://www.corestandards.org/ELA-Literacy/RL/2/7/)Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
3. [CCSS.ELA-Literacy.W.3.3.b](http://www.corestandards.org/ELA-Literacy/W/3/3/b/)Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
4. [CCSS.ELA-Literacy.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/)With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
5. [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/)Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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| **Model technology integration using resources that reflect content standards.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II.C.2 |
| **Project:** Technology Unit Lesson Plans**Explanation:** During the technology unit, I modeled the following technology skills for students: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad.  |
| **Provide teachers with a variety of strategies to use to manage candidate learning in a technology-enhanced environment and support them as they implement the strategies.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II.E.1 |
| **Project:** Weebly Blog/In-Service PD**Explanation:** I communicated with peers through Edmodo, email, my teacher blog, Pinterest, Facebook, and Twitter. I also conducted an in-service with district teachers on Google Tools while also sharing ideas and gaining support on my technology unit. In addition, I communicated abroad with educators on Twitter, Google Plus, Edmodo, Facebook, and Twitter to learn strategies to create a technology-enhanced environment for students.  |
| **Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (NETS for Candidates)** | Artifact Exceeds TF Standard | Artifact Meets TF Standard | Artifact Approaches TF Standard | TF-III.A.1 |
| **Project:** Technology Unit Lesson Plans**Explanation:** My technology unit incorporated the following technology tools and strategies to create a technology enhance learning environment: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards.  |
| **Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.**  | Artifact Exceeds TF Standard | Artifact Meets TF Standard | Artifact Approaches TF Standard | TF-III.A.2 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I used the following resources to research the new trends and ideas related to technology: Edmodo, Technology Blogs, Google, Tech and Learning Magazine Online, ASCD Online, Facebook, Free Technology for Teachers, Twitter, and Pinterest. I incorporated these resources into my unit by utilizing new technology for these 2nd grade students. Online comic strip creators are new ways that students can publish their writing while creating digital artwork. Students were thrilled to find so many websites that allowed for FREE comic creation. |
| **Use methods and strategies for teaching concepts and skills that support integration of research tools (NETS for Candidates).** | Artifact Exceeds TF Standard | Artifact Meets TF Standard | Artifact Approaches TF Standard | TF-III.A.3 |
| **Project:** Technology Unit Lesson Plans/Communications with Peers Locally and Abroad**Explanation:** I modeled the use of research tools through my use of Google Safe Searching and Creative Commons as well as Skype to show communication with peers locally and abroad. Personally and professionally I use Edmodo, Technology Blogs, Google, Tech and Learning Magazine Online, ASCD Online, Facebook, Free Technology for Teachers, Twitter, and Pinterest to communicate with peers locally and globally. I encouraged students to use Google Safe Searching and Creative Commons to support the integration of research.  |
| **Use methods and strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (NETS for Candidates)** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III.A.4 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I encouraged students to use a provided comic strip template and modeled various examples of a “good” comic strip to support the integration of problem solving/decision making tools. The students are very visual and need guidance when starting from scratch so creating a template that looked just like the website was very important for these 2nd graders (and any elementary student in general). *(NETS for Candidates --- See information at the bottom of this document for more information on how to specifically answer this question).* |
| **Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III.A.5 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I encouraged students to use previous learned skills like Google Safe Searching, Effective Research Skills when looking at Pictures (first page, etc.), Snipping for Pictures, Saving, and Printing strategies to support the integration of learning the topic of Comic Strip Creators that focus on Story Elements and Sequencing and implemented the use of media based tools such as <http://www.makebeliefscomix.com> .  |
| **Use methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III.A.6 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I encouraged students to use Skype with teacher guidance, live video chatting, collaboration online, as well as develop appropriate listening and questioning skills to support the integration of learning the topic of a career in Cartooning, Authoring, and Illustrating while implementing the use of distance learning systems (Skype).  |
| **Use methods and strategies for teaching concepts and skills that support use of web-based and non-web based authoring tools in a school environment.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III.A.7 |
| **Project:** Technology Unit Lesson Plans**Explanation:** I encouraged students to use of various websites such as <http://www.makebeliefscomix.com> (and others found at this dropbox link - <https://www.dropbox.com/s/4f5mqgmwyxckj5l/Comic%20Strip%20Resources.pdf> ) while implementing the use of web-based and non-web based authoring tools to support the integration of learning the topic of creating digital comic strips and finding advantages in moving from analog to digital creating.   |
| **Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of candidate learning.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-V.B.1 |
| **Project:** Weebly Blog/ In-Service PD/Communications with Peers Locally and Abroad**Explanation:** I communicated with peers through email, face to face, Edmodo, Twitter, Pinterest, and Facebook to discuss ideas, improve my technology unit, and make informed decisions to improve and engage learning in the classroom. Communicating with educators locally and globally does not mean you have to contact others in another country. Creating PLN’s through various forms of media is the important factor when reaching to collaborate and gain support. I reached out to Edmodo more when looking for professional resources because I could specify a particular group when looking for specific answers relating to technology. In terms of general resources, Twitter, Pinterest, Facebook, and various blog sites are always great ways to connect and find resources or needed information.  |
| **Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.A.1 |
| **Project:** Technology Unit Lesson Plan/Communication/In-service PD **Explanation:** As part of my In-service PD I developed the following strategies for teaching social, ethical, and legal issues, as well as the responsible use of technology: When showing teachers the various Google Tools that are available, I was sure to specifically touch on Digital Citizenship and Copyright Laws (social, ethical, and legal issues). The session is at <http://bcpsgoogletools.wikispaces.com/home> . I also communicated the following aspects in my technology unit: Google Safe Searching with additional discussions on Digital Citizenship, Copyright, and Ethical Use, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards. In addition, I communicated these issues with the following artifacts: Internet Safety Resources on our Technology Website - <http://ww2.bullittschools.org/technology/?page_id=361> , <http://ww2.bullittschools.org/technology/?page_id=34> , as well as documentation beyond the Wikispaces site that I give to students when we first do Google Safe Searching in class - <https://www.dropbox.com/s/hfp8cm9scf3m8h4/Safe%20Search%20in%20Google.pdf>  |
| **Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.A.2 |
| **Project:** Technology Unit Lesson Plan/Communication/In-service PD**Explanation:** As part of my In-service PD I summarized these copyright laws that pertained to the following technology resources: When talking about Google, many teachers and students automatically assume that Google strictly refers to the way you search the internet. As I showed the teachers how to Safely Search with Google by turning on Safe Search, I reminded teachers about our responsibility to teach the 9 elements of Digital Citizenship while incorporating technology (from our website listed above). Digital Safety and Security are big parts of Google Searching.  Ethically and Legally, I showed teachers how students can use Advanced Search to filter pictures through Copyright levels. Reminding teachers that we need to model “ethical and legal” use of the internet, including using pictures within projects, is extremely important. Also, many teachers don’t realize the possibilities with Advanced Search and narrowing down specific resources. (This also jumpstarted other sites that can be used to safely and ethically search for pictures to use within projects.)I showed teachers how to use Advanced Searching for images, music, videos, and other digital resources. Many teachers were not aware of the Copyright levels found in Google Advanced Search and found it quite interesting even when using images in their own blogs or classroom assignments. I also communicated the following aspects in my technology unit: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements, ethical, social, and legal use of comic strips created by others and by the students throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards. In addition, I communicated these issues with the following artifacts: Google Safe Search handout listed above, Digital Citizenship elements posted on the classroom walls, digital citizenship reference to previous lessons, as well as copyright laws and artifacts from Mrs. Bratcher’s R505 class, I gained additional knowledge on Copyright, Fair Use, and Social, Legal, Ethical issues from her resources - [Module 2 Video Instructions](http://youtu.be/WC1iC12GYRA), [Module 2 Lesson Notes](https://dl.dropboxusercontent.com/u/11323883/ius%20info/r505/module_2/R505_tech-safe_lesson.docx) .  |
| **Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.B.1 |
| **Project:** Technology Unit Lesson Plan**Explanation:** I used the following technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements, ethical, social, and legal use of comic strips created by others and by the students throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards. I empowered learners by allowing not only their creation process through planning, but also their ability to freely create their own digital comic strip. After their initial creation, I introduced various resources about comic strips and digital art. I told the students about various programs that would allow their interest in digital art, comic strip, book, or movie creation throughout the year.  |
| **Identify, classify, and recommend adaptive/assistive hardware and software for candidates and teachers with special needs and assist in procurement and implementation.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.B.2 |
| **Project:** Technology Unit Lesson Plans/Technology Plan**Explanation:** As with any technology, differentiated lessons are necessary when using technology. Some students need adaptive /assistive hardware or software like enlarged screens, zooming, or read, write, gold to read instructions. During this lesson a few of my students used headphones and listened to instructions through read, write, gold while a few others had to use the zoom on IE or through Windows to enlarge their text on their screen. Within the website itself, while using the enlarge tool on IE, students were able to easily see and manipulate the needed elements within the comic strip.   |
| **Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.C.1 |
| **Project:** Technology Unit Lesson Plans/Technology Plan/ Communications with Peers Locally and Abroad **Explanation:** I used the following resources to research and communicate the new trends and ideas related to technology: Edmodo, Technology Blogs, Google, Tech and Learning Magazine Online, ASCD Online, Facebook, Free Technology for Teachers, Twitter, and Pinterest. These avenues serve as my PLN and I refer to these often when looking for ideas or communication among my colleagues locally and globablly. I incorporated the resources I found into my unit by utilizing new technology for these 2nd grade students. Online comic strip creators are new ways that students can publish their writing while creating digital artwork. Students were thrilled to find so many websites that allowed for FREE comic creation. Asking other professionals for suggestions, ideas, or knowledge has allowed me to stay up-to-date and connected with the ever-changing technology world.  |
| **Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.D.1 |
| **Project:** Technology Unit Lesson Plans/ Communications with Peers Locally and Abroad **Explanation:** I communicated safe and healthy use of technology with the following artifacts: Google Safe Search handout listed above, Digital Health and Safety through constant modeling and promotion of proper posture, keyboarding skills, and hand positions, Digital Citizenship elements posted on the classroom walls as a constant reference, digital citizenship reference to previous lessons throughout the year, as well as copyright laws and artifacts from Mrs. Bratcher’s R505 class, I gained additional knowledge on Copyright, Fair Use, and Social, Legal, Ethical issues from her resources - [Module 2 Video Instructions](http://youtu.be/WC1iC12GYRA), [Module 2 Lesson Notes](https://dl.dropboxusercontent.com/u/11323883/ius%20info/r505/module_2/R505_tech-safe_lesson.docx). I also communicated the following aspects in my technology unit: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements, ethical, social, and legal use of comic strips created by others and by the students throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards.  |
| **Recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for candidates and teachers.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VI.E.1 |
| **Project:** Technology Plan/Technology Unit Lesson Plans**Explanation:**  Part of my daily job is to train teachers on how to integrate technology into their existing curriculum. One key that I am sure to model is the management of technology devices within the classroom. By modeling management strategies and proper use and care for technology tools, I am able to not only reach the students but also remind the teachers that they are the models in how technology should be used as well as the proponent of proper use. Since some teachers are scared to touch technology tools because they have this fear of “breaking something,” by modeling, this allows me to diminish those fears while providing the students with a quality technology enriched lesson.  |
| **Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.1 |
| **Project**: Technology Unit Lesson Plans**Explanation:** The second grade students were working on “sequencing of events” and I approached the teachers with the use of comic strips to not only promote sequence of events, but also the use of quotations, punctuation, onomatopoeia, and other language skills. The teachers, on my advisement, actually began their lesson with working on quotations and cutting out comic strips from the newspaper. They wrote what was in the talk bubbles in quotes and then identified the speaker with possession such as “he said, she said, etc.” This was a great introduction lesson for the teachers and provided a great link to the comic strips on speaking and sequencing a storyline through speech.  |
| **Use local mass storage devices and media to store and retrieve information and resources.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.2 |
| **Project:** Technology Unit Lesson Plans/In-service PD**Explanation:** Storage devices such as Google Drive, Dropbox, and Box were used to retrieve not only my information, but also as part of the in-service I talked about Google Tools and Google Drive was an important part of that PD. |
| **Discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.3 |
| **Project:** Technology Plan**Explanation:** We have a LAN/WAN Engineer in our Technology Office that maintains our network. He can be found at our website - <http://ww2.bullittschools.org/technology/?page_id=24> as well as the Data Center - <http://ww2.bullittschools.org/technology/?page_id=388>  |
| **Model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia / hypermedia tools, school management tools, evaluation / portfolio tools, and computer-based instruction.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.4 |
| **Project:** In-service PD, Weebly Blog/ Communications with Peers Locally and Abroad/Technology Unit Lesson Plans**Explanation:** I communicate weekly with my colleagues through an informational email, I maintain a district blog (<http://blogs.bullittschools.org/christieturbeville> ) as well as the district technology website – <http://ww2.bullittschools.org/technology> . I share tools and ideas through the avenues above, but the main purpose of my position is to do on-site training and modeling as well as PD’s after school. Most of my information is shared with teachers during planning times and after school PD’s. I use various tools for my presentations as well as with the teachers. All are listed on my website or our technology website listed above.  |
| **Utilize methods of installation, maintenance, inventory, and management of software libraries.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.5 |
| **Project:** Technology Plan/Technology Lesson Plans**Explanation:**  I can install, uninstall, image computers, maintain network connections, etc. We also have engineers and technicians that help us when needed as listed on our technology website listed above. But, as we have told our Director of Technology, in order for us to train teachers and model proper use and integration of technology, the tools have to be working properly and maintained. So, our job is a combination of technician and tech specialist at times because we have to do both in order for teachers to have respect and show interest in utilizing technology in their classroom.  |
| **Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.** | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.6 |
| **Project:** Technology Plan/Technology Lesson Plan Reflections**Explanation:**  The only issues that arose during my unit was the slow internet feed we were getting from the state. Our KY State Internet has been attacked a lot recently and they neck down our resources in order for attacks to be eliminated. Other issues with out of date drivers, hardware needs, or software updates are all things we experience ourselves and from teachers on a daily basis. We have to be able to help teachers troubleshoot these issues quickly or advise them to place a technology work order to maintain consistent use of technology. It can be overwhelming and become a constant battle if organization is not a factor.  |
| **Utilize network software packages used to operate a computer network system.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.A.7 |
| **Project:** Technology Unit Lesson Plans**Explanation:**  Students used Windows Snipping Tool, Internet Explorer (cannot have Google Chrome yet as it doesn’t work with our Online testing program – MAP), and Word when needed. Other tools were not used during this unit.   |
| **Support technology professional development at the building/school level utilizing adult learning theory.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VII.C.1 |
| **Project:** In-Service PD**Explanation:** Throughout the many PD’s that I have conducted, I always treat the adults as adults, but I also remember that for that time, they are my students. I sometimes have to treat them as students in order for them to remember the rules that we place on the students should also hold true for the adults when they are in a “classroom” setting. As adults, we find all six of these items to be true within the adult learning theory, however they are approached differently.1. Adults are internally motivated and self-directed – if teachers attend a PD, ninety percent of the time it is because they want to be there and it is a subject or topic they want to learn about. The other ten percent need PD hours but end up learning more than they realized.
2. Adults bring life experiences and knowledge to learning experiences – adults want to not only learn what they can utilize in the classroom, but as I conduct PD’s, I try to also throw in a personal connection so that they are more apt to try something personally then utilize the tool in their classroom. That personal tie has proven to be very beneficial when you want to gain teachers’ interest or buy-in when using a tool in the classroom.
3. Adults are goal oriented – most times teachers who attend a PD after school are there for a goal in mind.
4. Adults are relevancy oriented – If it isn’t relevant to them or their classroom, their attention will be limited. Back to the life experiences, adults want to not only learn what they can utilize in the classroom, but as I conduct PD’s, I try to also throw in a personal, relevant connection so that they are more apt to try something personally then utilize the tool in their classroom. That personal tie has proven to be very beneficial when you want to gain teachers’ interest or buy-in when using a tool in the classroom.
5. Adults are practical - Yes, this is true, but I think students are too, just in their own way. What we see as practical as adults, they see as taking a risk. Both could end up with the same outcome but the journey could be completely different. We are modeling "practical" efforts when we talk about and do all of the items above (relevancy, goals, motivation, experience).
6. Adult learners like to be respected - Students do as well! The more respect I give a student, the better they feel about my relationship with them and trust that I am guiding them to be a better human being, not just a stellar student. Adults actually disrespect each other more than students do, just more subtly...if you have ever attending a staff meeting where little groups are talking, or a conference where people are talking during a presentation - we wouldn't dare let our students get by with such disrespect. Within a PD, I have to treat the adults like students and remind them to put their phones away, turn off ringers, respect the speaker, and provide attention while learning. Amazing to me that, just like students, adults need reminded of this every PD session.
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| **Discuss and evaluate current research in educational technology.**  | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-VIII.A.1 |
| **Project:** Weebly Blog/Technology Unit Reflection/ Communications with Peers Locally and Abroad/**Explanation:** I used the following resources to research and communicate the new trends and ideas related to technology: Edmodo, Technology Blogs, Google, Tech and Learning Magazine Online, ASCD Online, Facebook, Free Technology for Teachers, Twitter, and Pinterest. These avenues serve as my PLN and I refer to these often when looking for ideas or communication among my colleagues locally and globablly. I incorporated the resources I found into my unit by utilizing new technology for these 2nd grade students. Online comic strip creators are new ways that students can publish their writing while creating digital artwork. Students were thrilled to find so many websites that allowed for FREE comic creation. Asking other professionals for suggestions, ideas, or knowledge has allowed me to stay up-to-date and connected with the ever-changing technology world.  |

Analyzes methods and facilitate strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students see below).

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| Critical Thinking, Problem Solving, and Decision Making |
| Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: |
| a. | identify and define authentic problems and significant questions for investigation. |
| b. | plan and manage activities to develop a solution or complete a project. |
| c. | collect and analyze data to identify solutions and/or make informed decisions. |
| d. | use multiple processes and diverse perspectives to explore alternative solutions. |

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| **W540 Computer-Based Teaching Methods (3 Credit hours)**0003277012Christie Turbeville**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Assessment Rubric: SOE Dispositions****Type of Assessment: Pedagogical and Professional Knowledge, Skills, and Dispositions: Planning** |
| **Artifacts: parent communications, professional development/workshop agendas/handouts, video recording, technology ideas, specific concepts related to technology, future educational technology goals, two artifacts that demonstrate participation in educational technology efforts beyond the school level (i.e. letter to a congressional representative, letter to the school board, grant proposal, etc.); and letter to teacher(s) communicating assessment results from diagnostic work.** |

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| **Respect the accepted legal and ethical norms and values of education.****Project:** Technology Unit Lesson Plans**Explanation:** I communicated safe and healthy use of technology with the following artifacts: Google Safe Search handout listed above, Digital Health and Safety through constant modeling and promotion of proper posture, keyboarding skills, and hand positions, Digital Citizenship elements posted on the classroom walls as a constant reference, digital citizenship reference to previous lessons throughout the year, as well as copyright laws and artifacts from Mrs. Bratcher’s R505 class, I gained additional knowledge on Copyright, Fair Use, and Social, Legal, Ethical issues from her resources - [Module 2 Video Instructions](http://youtu.be/WC1iC12GYRA), [Module 2 Lesson Notes](https://dl.dropboxusercontent.com/u/11323883/ius%20info/r505/module_2/R505_tech-safe_lesson.docx). I also communicated the following aspects in my technology unit: Google Safe Searching, Digital Comic Strip creation on Make Beliefs Comix, snipping comic pictures with the Snipping Tool, saving comics, printing comics, inserting saved images into other documents as well as using various comic strip creators online and on the iPad. As always I incorporated Digital Citizenship elements, ethical, social, and legal use of comic strips created by others and by the students throughout every lesson and directly aligned the learning objectives to the ELA Common Core standards.  | Exceeds SOE Disposition  | Meets SOE Disposition | Approaches SOE Disposition |
| **Effectively interact and collaborate with others and foster similar behaviors among students.****Project:** Weebly Blog/Technology Unit Reflection/ Communications with Peers Locally and Abroad/ In-Service PD**Explanation:** I used the following resources to research and communicate the new trends and ideas related to technology: Edmodo, Technology Blogs, Google, Tech and Learning Magazine Online, ASCD Online, Facebook, Free Technology for Teachers, Twitter, and Pinterest. These avenues serve as my PLN and I refer to these often when looking for ideas or communication among my colleagues locally and globablly. I incorporated the resources I found into my unit by utilizing new technology for these 2nd grade students. Online comic strip creators are new ways that students can publish their writing while creating digital artwork. Students were thrilled to find so many websites that allowed for FREE comic creation. Asking other professionals for suggestions, ideas, or knowledge has allowed me to stay up-to-date and connected with the ever-changing technology world.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Commit to diversity through equitable treatment and respect for all individuals.****Project:** Technology Unit Lesson Plans**Explanation:** As with any technology, differentiated lessons are necessary when using technology. Some students need adaptive /assistive hardware or software like enlarged screens, zooming, or read, write, gold to read instructions. During this lesson a few of my students used headphones and listened to instructions through read, write, gold while a few others had to use the zoom on IE or through Windows to enlarge their text on their screen. Within the website itself, while using the enlarge tool on IE, students were able to easily see and manipulate the needed elements within the comic strip.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Exhibit personal management behaviors valued by the professional education community.****Project:** Communications with Peers Locally and Abroad/ In-Service PD**Explanation:** I communicated with peers through Edmodo, email, my teacher blog, Pinterest, Facebook, and Twitter. I also conducted an in-service with district teachers on Google Tools while also sharing ideas and gaining support on my technology unit. In addition, I communicated abroad with educators on Twitter, Google Plus, Edmodo, Facebook, and Twitter to learn strategies to create a technology-enhanced environment for students.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Commit to inquiry application of the knowledge base of education.****Project:** Communications with Peers Locally and Abroad/ In-Service PD**Explanation:** I communicated with peers through Edmodo, email, my teacher blog, Pinterest, Facebook, and Twitter. I also conducted an in-service with district teachers on Google Tools while also sharing ideas and gaining support on my technology unit. In addition, I communicated abroad with educators on Twitter, Google Plus, Edmodo, Facebook, and Twitter to learn strategies to create a technology-enhanced environment for students.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Exhibit enthusiasm and respect for education as a practice and a profession.****Project:** Technology Unit Lesson Plans/ In-Service PD**Explanation:** I communicate weekly with my colleagues through an informational email, I maintain a district blog (<http://blogs.bullittschools.org/christieturbeville> ) as well as the district technology website – <http://ww2.bullittschools.org/technology> . I share tools and ideas through the avenues above, but the main purpose of my position is to do on-site training and modeling as well as PD’s after school. Most of my information is shared with teachers during planning times and after school PD’s. I use various tools for my presentations as well as with the teachers. All are listed on my website or our technology website listed above. I also attend and present at many technology conferences throughout the state and locally as well as judge and lead student-driven technology programs such as STLP.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Commit to data-based decision making and fair practices.****Project:** Technology Unit Lesson Plans**Explanation:** As the data proved throughout my technology unit, many teachers and students are still unaware that so many technology tools and components can be used to meet various standards. My daily position allows me to commit to the promotion and integration of technology on a daily basis.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |
| **Commit to continuous self-evaluation and personal improvement.****Project:** Communications with Peers Locally and Abroad/ In-Service PD**Explanation:** In order to meet the needs of my teachers and students, I constantly have to re-evaluate how we do PD’s, integrate technology, model technology, schedule, and communicate with the teachers, students, parents, and community. Part of my job is self-reflection, staying up-to-date with ever-changing technology, as well as promoting new and exciting technology trends that have been researched and evaluated.  | Exceeds SOE Disposition | Meets SOE Disposition | Approaches SOE Disposition |