

EDUC 215 Education Technology
Portfolio Entry
Technology

National Education Technology Standards (NETS) for Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

*Teachers demonstrate a sound understanding of technology operations and concepts.
Teachers:*

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

Idaho Core Teacher Standards (ICTS)

Principle 9 Performance 6.

Principle 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance 6. The teacher uses technology to enhance productivity and professionalism.

Student activities

1. Listing of Computer Skills Assessment (CSA) scores when available or the various portfolio components.
2. Describe (create or locate) several learning activities that address the Idaho Student Information Technology Standard selected.

Assessment

1. CSA scores all above 75 **or** review of the various portfolio components and student performance (word processing, slide show, e-mail, use of the Internet, etc.) for evidence of mastery of the 4 subsections of the CSA
2. Learning activities are grade-level appropriate and address the standards selected

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

Idaho Core Teacher Standards (ICTS)

Principle 3 Performance 3; Principle 6 Performance 6

Principle 3: Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Performance 3. The teacher accesses appropriate services or resources to meet student's needs.

Principle 6: Communication Skills – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Performance 6. The teacher uses a variety of communication tools, including audio-visual technologies, computers, and the Internet, to enrich learning opportunities.

Student activity

1. Creation of a virtual Teaching Learning situation:
 - a) Select Grade level and subject area
 - b) Develop Classroom rules
 - c) Select Standards to address; one from each: Idaho Student Achievement Standards; Idaho Student Information Technology Standards; Idaho core Teacher Standards.
 - d) Utilize MarcoPolo and other web based resources to locate, and modify as needed, lesson plans, student activities, and other resources.
 - e) Develop (create or find and modify) a learning activity that address both of the student standards and models the Core Teacher Standard selected.
 - f) Classroom layout
 - g) Class roster to include some special needs students.

Assessment

1. Creation of a virtual Teaching Learning situation:
 - a. Grade level and subject area
 - b. Classroom rules grade level appropriate and reasonable
 - c. Standards (and appropriate citation, URL)

- d. Materials located are appropriate, address the standards selected, and are appropriately cited.
- e. Learning activity is interesting, address the standards, and grade level appropriate. Resources appropriately cited (APA format).
- f. Classroom layout incorporates technology and special needs adaptations and is interesting
- g. Class Roster OLE link works correctly

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
 - B. use technology to support learner-centered strategies that address the diverse needs of students.
 - C. apply technology to develop students' higher order skills and creativity.
 - D. manage student learning activities in a technology-enhanced environment.

Idaho Core Teacher Standards (ICTS)

Principle 3 Performance 3, Principle 4 Performance 4, Principle 6, Performance 3 and 6.

Principle 3: Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Performance 3. The teacher accesses appropriate services or resources to meet student's needs.

Principle 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Performance 4. The teacher helps students assume responsibility for identifying and using learning resources.

Principle 6: Communication Skills – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Performance 3. The teacher supports and expands student expression in speaking, writing, and other appropriate mediums

Performance 6. The teacher uses a variety of communication tools, including audio-visual technologies, computers, and the Internet, to enrich learning opportunities.

Student Activities

1. Create a Power Point slide show which addresses the standards selected in the virtual teaching situation
2. Create an Inspiration document which addresses the standards selected in the virtual teaching situation
3. Based on actual hands-on work with I PLN describe implementation and how I PLN could be incorporated into the curriculum. Discuss how I PLN, and other similar resources, may impact education and teaching.

Assessment

1. Slide show addresses standards, is grade level appropriate, and incorporates and utilizes appropriate amount and level of “technology” (background, transitions, etc.)
2. Inspiration addresses standards, is grade level appropriate, interesting, and utilizes sufficient level of “technology.”
3. Essay demonstrates significant level of understanding, various uses or applications of I PLN, and some minimal level of comprehension of the long term impacts on education

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Idaho Core Teacher Standards (ICTS)

Principle 8 Performance 2, 6 and 7.

Principle 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance 2. The teacher uses multiple assessment strategies to determine students' entry skills and establish appropriate curriculum goals and objectives.

Performance 6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.

Performance 7. The teacher applies technology to facilitate a variety of effective assessment and evaluation strategies.

Student Activities

1. Create a spreadsheet to analyze assessment scores. Spreadsheet includes OLE class roster, functions, expressions, and a graph.
2. Research and respond to writing prompts centered on ISAT testing (and RIT scores), Standardized V Standards Based assessment, and the Idaho Learning Continuum.
3. Using spreadsheet tools provided by Plato Learning, students correlate assessment scores to I PLN assignment levels.

Assessment

1. Spread sheet functions correctly. Functions and expressions are entered correctly and work properly. Graph and OLE work correctly.
2. Written responses demonstrate basic understanding of ISAT testing (and RIT scores), Standardized V Standards Based assessment and the Idaho Learning continuum.
3. Screen capture/paste segment of the I PLN ISAT correlation spreadsheet.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Idaho Core Teacher Standards (ICTS)

Principle 9 Performance 4 and 6

Principle 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance 4. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

Performance 6. The teacher uses technology to enhance productivity and professionalism.

Student Activities

1. Students use web searches to locate and then summarize a variety of web resources for each of the following categories: 1) Professional

development 2) Productivity 3) Classroom resources, etc., dealing with special needs students.

2. Students research Student Information Management Systems (SIMS) in general and specifically PowerSchool, via the Internet. Students view a series of screen capture videos detailing both the teacher and parent portals. Students then respond to a series of writing prompts wherein they demonstrate: 1) fundamental, overview knowledge of SIMS in general and PowerSchool specifically; 2) a few specific Teacher and Parent capabilities and 3) entry level comprehension of the impacts, ramifications, (short and long term) of the technology on education.

Assessment

1. The sites listed are appropriate for the category and the brief description provides evidence that the student has perused the site.
2. Responses to writing prompts provide evidence of: 1) fundamental, overview knowledge of SIMS in general and PowerSchool specifically; 2) a few specific Teacher and Parent skills and 3) entry level comprehension of the impacts, ramifications, (short and longer term) of this technology on education.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

Idaho Core Teacher Standards (ICTS)
Principle 10 Performance 5, 9 and 11.

Principle 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Performance 5. The teacher respects the privacy of students and the confidentiality of information.

Performance 9. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

Performance 11. The teacher adheres to local, state, and federal laws

Student Activities

1. Students locate (usually via the internet) an Acceptable Use Policy (AUP) from a K-12 school district. Students study the AUP then copy paste a segment into word document along with appropriate citation (APA format). Students also respond to a series of writing prompts wherein they demonstrate a general knowledge of their roles, as a teacher in the selected district, related to the AUP.

Assessment.

1. The copy/pasted segment of AUP is appropriately cited. Responses to writing prompts demonstrate a general knowledge of their roles as a teacher in the selected district related to the AUP.

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