Required:
- LiveText.com: Purchase LiveText Student Membership Standard Edition at
  http://college.livetext.com/purchasing/membership_student.html
    - **Note:**   LiveText is also required for the CSUB multiple-subject credential program. Purchase online at the URL above BEFORE the second class session. When it asks you for your projected graduation date, use your projected graduation date from the credentialing program.
- e-Portfolio Information can be found at:
  www.LiveText.com (Use visitor's pass# EB67C42B)
- Course Syllabus can be found at both of the following:
  www.onlineeducator.info in the CTAP section
  www.btsasupport.com in the resources section
- Threaded Discussion Participation at www.btsasupport.com
  Register in class at http://www.btsasupport.com/register/dm29dk37f.cfm
  (Use the same username you have for runnermail, please.)

Meeting Dates & Attendance:
- Tuesdays @5:00 - 9:00 p.m.: 7/13, 7/20, 7/27, 8/10, and 8/17/2010, Room 213. Active participation and attendance is **REQUIRED** for every class period and online discussion. Tardiness, leaving early, extended class breaks, unprofessional behaviour, and non-participatory behaviour will be considered in the grading process. Missing a class session will reduce your final grade by one letter grade. Failing to attempt any proficiency in your portfolio, an unexcused absence, or more than one absence, could result in no credit for this class.

  Students must submit a successful portfolio via LiveText no later than 11:59 pm PDT on August 20th 2010.

Food & Beverages:
- **No food or beverages at the computers!** Please leave all food and beverages at the front table. Do not eat or drink at the computer workstations.

Honesty Policy:
- There are certain forms of conduct that violate the university's policy of academic integrity. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words, or ideas written by another without giving appropriate citation or using data/ or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME OR ESSENTIALLY THE SAME, paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Plagiarism will not be tolerated; a grade of F will be given upon discovery.

Things to Bring to Class:
- Printer paper (this is not supplied by the University).
- Portable USB (Flash) Storage Device

Grading:
- LBST390 is a **Letter Grade** course (A=90-100 pts, B=80-89 pts, C=70-79 pts, D=60-69 pts, F<60 pts). Grading criteria are listed below:

Item	Max Points
Attendance/Participation	10
Threaded Discussions	10
PowerPoint	5
Portfolio	75

Portfolio Section	Max Points
1.1: Word Processing	2
1.2: E-Mail	2
1.3: Online Communications / Social Networking	2
1.4: Copyright	2
1.5: Computer Preferences	2
1.6: Computer Usage & Experience	2
1.7: Computer Hardware	2
1.8: Computer Troubleshooting & Repair	2
1.9: Software Evaluation	4
1.10: The Internet: What's Out There	8
1.11: Lesson Plan Evaluation	4
1.12: Spreadsheets & Databases	4
1.13: Information Literacy	13
Appendix A: Review of Educational Articles	13
Appendix B: Review of Educational Technologies	13

- Extensions and/or Incompletes are NOT available for this class.
- If you do not attempt a proficiency, you will receive a failing grade in the class.
- Guided lessons on LiveText, many of the proficiencies and online activities will be conducted to help you prepare your portfolio.

- **Narratives must be placed in the edit window within LiveText, not included as an Attachment. Do not forget to label your evidence as a part of the narrative template.**
- Portfolios (and amendments thereto) will not be accepted after the due date without the prior permission of the instructor.
- Course grades will not be given until registration for the class has been confirmed.

Portfolio Expectations:

All proficiencies are to contain a **single-spaced** written **narrative**; all submitted work must follow the standards and conventions of the English language. Most narratives will be **one-half page (multi-paragraph) or longer,** but Proficiencies 1.10, 1.13, and Appendices A and B will be **at least one page long**.

Each proficiency also requires evidence; place your evidence right after your narrative, but keep it in the same section of LiveText. Evidence is to be directly referenced in your narrative. Please refer to the specific proficiency for narrative and evidence requirements. If examples or samples are requested, each one needs to be different (you may NOT submit three screen shots of the same e-mail for Proficiency 1.2 - you'll need one received mail, one sent mail, and one with an attachment).

Proficiency templates may be downloaded from http://www.onlineeducator.info. Type your work on the template, and save to your hard disk or flash drive. Then copy and paste the narratives from the template (without the proficiency text box) into the LiveText section for that proficiency. Attach screenshots or files to the LiveText page for your evidence.

NOTE: There is an verbal option for completion of Proficiencies 1.5 through 1.8. Details will be presented in class.

LiveText Information

Creating a New Project or Portfolio
    Project Name: first initial, last name, course # & session
                        (i.e., JMeadows LBST390 Winter10)
    Use this format for all CSUB projects and portfolios in LiveText

LBST390 Class Dates, Due Dates, and Topics:
    July 13, 2010:
        Due: -   Nothing

        Topics:
                -   Course Introduction, LiveText and Portfolio overviews
                -   BTSAsupport.com Forums (login information and participation requirements)
                -   Proficiencies: 1.1, 1.2, 1.3, 1.4 and 1.12
                -   Microsoft® Excel™
                -   Microsoft® PowerPoint™

July 20, 2010

Due: - LiveText account must be purchased BEFORE this session.
- PowerPoint™ Presentation
- Print out and bring to class **1 Copy** of the Level 1 Checklist (print your name and "CSUB LBST390 Winter 2010" in the top right-hand corner of **EVERY PAGE** of the form).
http://www.ctap8.org/html/docs/6.0Level1Std9.pdf

Topics:
- LiveText instruction & Portfolio setup on LiveText
(Submit your Portfolio for Review to BOTH John and Debbie Meadows)
- Proficiencies 1.5, 1.6, 1.7, 1.8, 1.9 and 1.11, and additional topics as needed.

July 27, 2010:

Due: - In Your Portfolio:
Your Résumé (in the education world these are referred to as c.v.'s or curriculum vitae)
A Cover Letter
A letter written by you to the Coordinator of the CSUB Credentialing Program in Santa Clarita (Mrs. Debbie Meadows) explaining why you want to enter the credential program, and also why you're especially well suited to do so.
One Letter of Recommendation
Attach one letter of Recommendation (written by someone else) that recommends you for admission to our teaching credential program.
Completed Proficiency Narratives and their associated Evidence for 1.1 through 1.4 and 1.12.

Topics: Proficiencies 1.10 and 1.13, and additional topics as needed.

August 10, 2010:

Due: - Print and Bring to Class:
One copy of the Software Evaluation Checklist.
Available on BTSAsupport.com and onlineeducator.info, and from http://www.ncsu.edu/midlink/ho.html

Website Investigator and Intermediate Investigator, available from:
http://www.cgrove417.org/cghs/citech/Invest.pdf
http://www.tammypayton.net/courses/print/rubric2.htm
- In Your Portfolio:
Completed Proficiency Narratives and their associated Evidence for Proficiencies 1.1 through 1.9, 1.11 and 1.12.

Topics: - Appendices A & B, and additional topics as needed.

August 17, 2010 (Final Class Meeting):

   Due: - In Your Portfolio:

              Yep, you guessed it. Everything...

            - Your Final Portfolio with corrections must be SUBMITTED FOR REVIEW to both John Meadows and Debbie Meadows via LiveText (no later than 11:59 p.m. PDT on 5/16/2010). NO portfolio will be accepted after this date. Note that the times indicated on LiveText are in CDT, but I can do the math...

   Topics: - Work on Portfolio, Proficiency Narratives, and Evidence.

CTAP Level 1 Proficiencies

The following questions are to assist you with writing your narratives, you do not have to answer all questions, but you do need a sufficient narrative to demonstrate your understanding of the topic and its application to the educational environment. Remember ½ page MINIMUM for each proficiency. There are examples in the LiveText sample portfolio.

Proficiencies for July 13, 2010

Proficiency 1.1

1.1 Narrative section contains:
> Discussion regarding your use of a word processor. What benefits are there to using a word processor? Explain how you created the documents in your evidence section–any format changes, graphics, or other additions to the documents. What other ways do you envision using a word processor in your classroom?

1.1 Evidence section contains:
1. Two to four examples of word processing or desktop publishing projects: letter, table, banner, calendar, and/or sign. These must be documents you create, not screen shots. Note that neither spreadsheets, databases, nor presentations will be accepted in this evidence section.

2. Create a Newsletter and attach to LiveText
> Newsletter Notes and Resources:
>> Not only can you easily and quickly communicate a great deal of information to parents and students, you too can find good resources and information.
>>
>> Newsletters in/for your classroom are critical communication tools in today's school environment. Not every parent is able to come to school on a frequent basis and no matter the age, not every student remembers to let parents know what's happening in the classroom. Going on a field trip and need the permission slips? Trying to have parents send in materials for projects or just ongoing things to support learning? Want the parents to know about the accomplishments of the students? Scheduling projects or talking about the things students have learned or will be learning? A newsletter, monthly or weekly depending upon your time, is a great way to reach all constituents at the same time—your students will read it as well. Plus, parents will think they really know what's going on in your classroom; this lends itself to parents not hovering after school and calling just to see what's going on in class. If you work with students in grades 4 and up, teach them to create the newsletter and all you have to do is be the editor!
>>
>> We understand not many teachers, especially beginning teachers, have the time to create a fun, attractive newsletter outline and maintain it. So, there are several online groups that have done the work for you, all you need to do is fill in the content and print.

Online Newsletter Templates:
http://office.microsoft.com/en-us/templates/results.aspx?qu=newsletters&av=TPL000
http://www.education-world.com/tools_templates/index.shtml
http://www.educationworld.com/a_admin/archives/newsletters.shtml

Proficiency 1.2

1.2 Narrative section contains:

Discussion regarding your use of e-mail. How has e-mail changed the way you communicate? How has it changed the way you communicate with colleagues, students, and parents? **What is proper etiquette for email communication in a school/business environment?** If you have not used e-mail for professional communication, how do you envision using it in your assignment? What do you like and not like about using e-mail? What is your understanding of the ownership of email and the workplace? How would you go about identifying valid incoming e-mail vs. spam?

NOTE: Your narrative must include a written explanation of the components of an e-mail address. (i.e. username@domain name.extension)

1.2 Evidence section contains (one of each):
1. Screenshot of creating an e-mail
2. Screenshot of sending and receiving e-mail
3. Screenshot of sending and/or receiving e-mail attachments

Proficiency 1.3 *this is a direct instruction proficiency

1.3 Narrative section contains:

Discussion regarding your knowledge of threaded discussions, online chat (social networks), and audio/video conferencing. If you have not worked with any of these collaborative tools, research their uses and discuss them in your narrative.

Discussion of your participation in the BTSAsupport threaded discussion. What value does talking with your colleagues have?

If you have ever joined a List Server (listserv), you may discuss it here (not required).

Discussion of your participation in online chat and other social networking sites. Have you been to a chat room? Use an Instant Messenger service? Use a social networking site? Use a blog?

1.3 Evidence section contains (must complete at least 2):
1. Screenshot of threaded discussion participation at BTSAsupport.com (personal introduction does not count)–we will have a lesson on the use of BTSAsupport.com

2. Select one or more of the following:
   Screenshot of online chat, blog, social network participation
   Screenshot of audio/video conferencing

Proficiency 1.4 *this is a direct instruction proficiency
   1.4 Narrative section contains:
   Discussion of issues and requirements for educational use of materials. Discussion regarding your findings after completing the Copyright Primer at
   http://www-apps.umuc.edu/primer/enter.php

   Discussion of a school district's policy regarding use of copyrighted materials. Discussion regarding your knowledge of confidentiality of records, graded student work, and publishing names and pictures of minors on the Internet. List references and sources as needed.

   Discussion regarding the significance of CIPA and COPPA, AUPs, copyright laws, and fair use policies in education. PowerPoint is at BTSAsupport.com for review and additional sites to explore.

   1.4 Evidence section contains (attach all to the narrative section):
   1. Copy of a district staff AUP (does not need to be signed)
   2. Copy of district student AUP
   3. Screenshot of the **completion page** from the Copyright Primer–**REQUIRED**–attach to the LiveText section for summary of copyright law
   4. Educationally related article on copyright, fair use, AUP, CIPA or COPPA–reference your understanding of the article in your narrative.

   Sample sites for review:
   COPPA
       http://www.ftc.gov/privacy/coppafaqs.shtm
   CIPA
       http://www1.chapman.edu/soe/faculty/piper/teachtech/ethics.htm
       http://www.ala.org/ala/aboutala/offices/oif/ifissues/issuesrelatedlinks/cppacopacipa.cfm
   Copyright
       http://www.education-world.com/projects/guides.shtml
   Fair Use:
       http://www.education-world.com/a_curr/curr280.shtml
   APA Reference format:
       http://www.apastyle.org/elecmedia.html
       http://owl.english.purdue.edu/owl/resource/560/01/

Proficiency 1.12
1.12 Narrative section contains:

Discussion of your use of spreadsheet and database software to manage records. Include information regarding grading programs, and other teacher utility software. If you have not used this type of software, research some of the uses for these types of programs and write about how these may be beneficial to you in your teaching assignment.

1.12 Evidence section contains (include three to five):
1. Spreadsheet (maximum of 2), database entries, or grading program entries used in an educational setting. These are to be filled in, not blank. Include one or more from class and others from additional information document if needed.

Excel™ instruction and grade book creation.

PowerPoint™ instruction and creation of your presentation.
Presentation topic: Introducing yourself to your credential program instructors.
Minimum 7 slides (see rubric near the back of the syllabus).

Proficiencies for July 20, 2010

Proficiency 1.5
1.5 Narrative section contains:
Discuss:
- your ability to change computer preferences in the control panel of an operating system such as start-up menu options and mouse configurations.
- your procedure for creating directories and saving files on your computer.
- how to find and replace text in your word processor, discuss how to save documents in other file formats such as a Word document in rich text format. Discuss how to download a graphic from the Internet and place it in a word processed document.
- your use of printers, selection of printers if you have more than one available, and selecting specific pages of a document to print.

1.5 Evidence section contains:
Select a minimum of 3 of the following:
1. Screenshot of changing computer preferences
2. Screenshot of directories and files in your word processor
3. Screenshot of finding and replacing text or spell checking a document
4. Screenshot or attachment of a word processed document containing a downloaded graphic

Proficiency 1.6
1.6 Narrative section contains:
Discussion regarding your use of computers. How long have you used a computer, what types of computers have you used? What technology do you use at home and at school?

What are computer peripherals? List input and output devices and their functions for the computer. Discuss your ability to connect, disconnect, and reconnect computer peripherals. Why would you need to do this and what was the result?

Discuss the maintenance schedule for your personal or your school's computers. Do you run virus protection software, Norton Disk Doctor (or a similar utility), disk defragmentation program? File maintenance?

Discuss other types of technology within the classroom? How have (or will) these technologies enhanced your instruction?

Have you loaded software on a computer system? If so what and why? Describe the process. If applicable, discuss your district's policies regarding loading software on school equipment.

1.6 Evidence section contains (create 3):
1. Screenshot of loading software on a computer–possibly from www.inspiration.com or an online grade book demonstration
2. Two screenshots of maintaining your computer i.e. anti-virus updates, checks, system checks, file updates or "cleaning" house.

Proficiency 1.7
1.7 Narrative section contains:
Discuss and/or define:
- your understanding of computer components. Write about the components of your computer and/or your school computer. Include a listing of computer components, definitions, and their function.
- CPUs, RAM, ROM, and storage devices–hard disks, USB/Pen/Jump drives, flash media (various types), and the various types of CD-R/RW and DVD-R/RW media. Find and list at least one Internet source for technology terms and graphics.   Note: The tekmom website is a great reference for this proficiency.

1.7 Evidence section contains (create 3):
1. Screenshot of two pages from technology terms websites (different words defined)
   http://www.kidsandcomputers.com/kids/lessons/starter.htm
   http://www.tekmom.com/buzzwords/index.html
2. Diagram of a computer labeled with proper terms (sites that may help are listed below)
   http://www.eduplace.com/rdg/gen_act/g_start/graphics/comp1.html
   http://www.eduplace.com/act/graphics/spcomp1.html
   http://www.enchantedlearning.com/label/devices.shtml
   http://www.jegsworks.com/Lessons/lesson10/lesson10-4noframe.htm

Proficiency 1.8
1.8 Narrative section contains:
Discuss:
- your involvement with trouble shooting and repairing computers. Have you had to reset your system, eject a stuck disk, adjust the control panel, or others? Discuss the steps you took to repair or trouble shoot the problem. What are the first steps in trouble shooting a computer problem?

- Windows users, discuss the use of <ctrl>,<alt>,<del> and it's benefits and problems. What does pressing <alt>,<f4> at the same time do to a computer program?
- Mac users, discuss your use of any Macintosh keyboard commands.
- your action plan if you cannot access the Internet in your future classroom? What do you do if you cannot print from your computer? What are some of the possible solutions to the problem and what are you comfortable doing before calling for help. How should you notify the school's computer technician if you have a problem? What should you have ready when the technician arrives or contacts you? Answer these as best as you can if you are not currently working in a school environment.

1.8 Evidence section contains (select 3):
Copy of instructions for reporting a computer problem at your current school site (attach file). If you're not currently at a school site, find a computer problem report from a school district online and include the URL (and list it in APA format).

Select a minimum of 3 of the following:
1. Screenshot of using keys to control computer hang-ups
2. Screenshot of turning off extensions, removing startup programs (Mac users can only get a screenshot of removing startup programs)
3. Screenshot of printer menu in the control panel
4. Screenshot / URL of some keyboard short cuts from http://www.microsoft.com/enable/products/keyboard.aspx
   or
   http://support.apple.com/kb/HT1343

Proficiency 1.9
1.9 Narrative section contains:
Research and discuss the criteria for software evaluation. What are the criteria for software evaluation? Why is it important to evaluate software before allowing students access? Should students evaluate the software? How does software support state standards and instructional objectives?   Be sure to refer to your evidence–article and evaluation tools!

Identify a piece of children's software and evaluate it according to how it helps the teacher meet state standards and learning objectives. This is a required element of the proficiency. Possibly download from www.inspiration.com or look at children's software on a school campus or at home. The software evaluation rubric is available in the LiveText project – download it, fill it out, and then reattach with your comments.

1.9 Evidence section contains (all):
1. Screenshot or attach two or more **software** evaluation tools–i.e. rubric, checklist.
2. Provide the URL of an article on **software** evaluation (APA Format). For assistance, see the website list at end of syllabus. Read the article and use your findings in your narrative.

Software Evaluation Checklist (Include in your portfolio) available on BTSAsupport.com and available from http://www.ncsu.edu/midlink/ho.html

Software Evaluation Rubric available on BTSAsupport.com and available from
http://www.ncsu.edu/midlink/ho.html

Proficiency 1.11
  1.11 Narrative section contains:
  Discussion regarding how the selected lesson plan enhances and contributes to a
  fictional student's current assignment, including content area, state content standards,
  and assessments for student learning. Information regarding how the lesson works with
  the learning styles of the students in the class, reasons for the selection of the hardware
  and or software needed to complete the lesson, and what technology resources and
  learning environments are available locally.

  1.11 Evidence section contains:
  1. Attach or give URL for lesson plan–only one piece of evidence necessary (You may
     wish to refer to the website list at end of syllabus if you need help, but your selected
     lesson plan may not come from onlineeducator.info).

Proficiencies for July 27, 2010

Proficiency 1.10 *this is a direct instruction proficiency
  1.10 Narrative section contains:
  Discussion regarding the use of periodical indexes, electronic encyclopedias, and
  Internet resources for research. Relationship to personal research needs and potential
  benefit to students.

  Discussion of how to launch an Internet browser, put in web addresses, and how to
  bookmark sites in the browser.

  Discussion regarding the differences and similarities in search directories, search
  engines, and metasearch tools. Discussion of printed searches and their relationship to
  the use of these Internet tools. How does using advanced search help you?

  Discussion of Boolean logic, how it is helpful when using search engines and how
  Boolean logic helps to narrow the search field.
    http://lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf

  The rubric in the syllabus (Page 15) will be used to assess your completion of this
  proficiency; it is not a part of your evidence.

  1.10 Evidence section contains (select three to five):
  1. Screenshot of periodical index results from CSUB website or online library source
  2. Screenshot of information from an electronic encyclopedia that has been cut and
     pasted into a word processing document (proper reference required)
  3. Screenshot of Internet browser and adding a bookmark (favorites)
  4. Screenshot of search engine results using Boolean logic
  5. Screenshots of search engine, search directory, and metasearch findings for a single
     topic.

Proficiency 1.13 *this is a direct instruction proficiency

1.13 Narrative section contains:

Discussion regarding the need to evaluate information found on the Internet, including references to information found on the Internet regarding students and Information Literacy. The discussion includes the five questions to ask about Internet sources and how to determine what sources are appropriate.

Reflection on article by Alan November entitled, *The Web: Teaching Zack to Think.* Print out this article to include in your portfolio.

Reflection on activities conducted in the CTAP workshop including their potential uses for students and the need to conduct these types of activities with students as they become literate consumers of information. <u>What site from the lecture did you evaluate and what Internet evidence did you find to refute the original findings. What implication does an activity like this have in a classroom?</u>

The rubric in the syllabus (Page 16) will be used to assess your completion of this proficiency; it is not a part of your evidence.

1.13 Evidence section contains: (all are required)
1. Completed copy of web evaluation forms from class activity
2. Screenshot of: *The Web: Teaching Zack to Think* by Alan November from <u>Technology and Learning</u>, March 2001
http://www.techedevents.org/2005/Images/November_Handout.pdf
   or
http://www.novemberlearning.com/wp-content/uploads/2009/03/teaching-zack-to-think.pdf
3. Screenshot/URL of the front page of the website evaluated in class and a screenshot of the first page of a website to show the opposite or factual information.

For more information:
Tutorial on Web Literacy:
   http://oldsite.library.upenn.edu/vanpelt/tutorial/intro.html
True or False Lesson Plan:
   http://www.educationworld.com/a_lesson/01-1/lp230_05.shtml
I Read It on the Internet! Teaching Web Literacy:
   http://www.education-world.com/a_lesson/lesson230.shtml
Getting Started on the Internet: Safe Surfing:
   http://www.education-world.com/a_curr/curr073.shtml
Learning on the Fly:
   http://www.educationworld.com/a_curr/curr158.shtml
Better Read that again: Web Hoaxes and Misinformation:
   http://www.infotoday.com/searcher/sep00/piper.htm

Proficiencies for August 10, 2010

Appendix A

Appendix A Narrative section contains: (minimum one page)

A review (compare and contrast) of two education articles discussing the **effective incorporation of technology into the curriculum**. "How to use xxx" articles are not acceptable. Discuss the articles' influence on your ideas for technology integration at your desired grade level or subject area. Articles MUST be sourced from the resources listed below. Mass media resources (e.g., USA Today, Newspapers, etc.) will not be accepted. If you have questions, ASK. Narrative must include specific ideas and suggestions regarding the use of technology to **enhance and support student learning**. Narrative is to be about one page long and appropriately cited.

Appendix A Evidence (2 articles):

URL for both articles or web site references (APA format)

Appendix B

Appendix B Narrative section contains: (minimum one page)

A review of THREE educational technologies such as multimedia, presentation software, internet resources, productivity software, and computer-assisted technologies. Choose 3 technologies and explain how and why you would use them in your classroom for specific students, and how the technologies themselves must be evaluated prior to their incorporation into your curriculum. Narrative is to be appropriately cited. Once again, your technologies must be drawn from the list of resources below. If you are having difficulties choosing technologies, please contact the instructor.

Resources for Appendix A and Appendix B

CARET:
http://caret.iste.org/

CLRN:
http://clrn.org/home/

ACOT:
http://newali.apple.com/acot2/

Google Scholar:
http://scholar.google.com/

Edutopia:
http://www.edutopia.org/

Technology and Learning (online)
http://www.techlearning.com/

Education World
http://www.education-world.com/a_tech/index.shtml

From Now On
http://www.fno.org/

Journal of Technology in Education
http://scholar.lib.vt.edu/ejournals/JTE/

T.H.E. Journal (Technological Horizons in Education)
http://www.thejournal.com/

NCREL North Central RegionalEducational Laboratory
http://www.ncrel.org/sdrs/areas/te0cont.htm

What to do??

For Appendix A, find, read and review two articles regarding integrating technology into the curriculum.

For Appendix B, find, read and review two articles regarding the use of multimedia (PowerPoint, iPod, DVD), Internet Resources (information literacy, online games and activities, weblogs, social networks, webquests and/or treasure hunts, and more), computer-assisted instruction (students with disabilities), productivity (Office, Photoshop) and presentation software. This can include the use of handhelds, laptops, digital cameras and other computing tools.

Each narrative should be at least one full page in length and should reflect your impressions of the article and your beliefs regarding the use of these types of technology at this stage in your teacher preparation program or educational career. Compare and contrast the information in the articles.

Name _____   Date _____

CTAP Proficiency 1.10 Narrative Rubric

Objective	Not There Yet 0	Getting There 2	There! 4	Earned Points
Mechanics	Many grammatical, spelling, and punctuation errors affect the reading of the narrative.	Some grammatical, spelling, and punctuation errors which do not affect the reading of the narrative.	No grammatical, spelling, or punctuation errors.	
Organization	Narrative is not well organized and is difficult to read.	Narrative has organizational problems, readability is not affected.	Narrative is well organized and easily readable.	
Periodical Indexes, Electronic Encyclopedias, Internet Resources	Narrative does not include a discussion of these research tools.	Narrative includes a discussion of the research tools, but the potential for student benefit has been omitted.	Narrative includes a discussion of when to use these research tools. Potential for student benefit is well defined and presented.	
Internet Browser	Narrative does not include a discussion of the Internet Browser.	Narrative includes a discussion of the Internet Browser's uses and benefits.	Narrative includes a discussion of the Internet Browser's uses, benefits, and importance to technology in education.	
Search Directories, Search Engines, Metasearch Tools	Narrative does not include a discussion of these research tools.	Narrative includes a definition of these tools without comparison.	Narrative includes both a definition and a comparison of these research tools.	
Boolean Logic	Narrative does not include a discussion of Boolean Logic	Narrative defines Boolean logic.	Narrative defines and/or/not as three Boolean operators and their benefit to searching the Internet is discussed.	

Total Points Earned   _____

Instructor Comments:
Evidence Section complete as assigned: YES   NO

Name _____ Date _____

CTAP Proficiency 1.13 Narrative Rubric

Objective	Not There Yet 0	Getting There 2	There! 4	Earned Points
Mechanics	Many grammatical, spelling, and punctuation errors affect the reading of the narrative.	Some grammatical, spelling, and punctuation errors which do not affect the reading of the narrative.	No grammatical, spelling, or punctuation errors.	
Organization	Narrative is not well organized and is difficult to read.	Narrative has organizational problems, readability is not affected	Narrative is well organized and easily readable.	
Reflection on workshop activities	Narrative does not include a reflection regarding workshop activities.	Narrative includes a brief discussion regarding workshop activities.	Narrative includes a discussion of workshop activities and how they relate to the preparation of students as literate consumers of information.	
Reflection on *Teaching Kids to be Web Literate*	Narrative does not include a reflection regarding the article.	Narrative includes a summary of the article.	Narrative includes a reflection on the article and the relationship of data gathering to student instruction.	
How to Evaluate a Website	Narrative does not include a discussion of the participant's use of rubrics and checklists to evaluate a website.	Narrative includes a discussion of the participant's use of rubrics and checklists to evaluate a website.	Narrative includes a discussion of the participant's use of rubrics and checklists to evaluate a website including the 5 questions to ask about evaluating Internet sources and potential uses in their current assignment.	
Screenshot of the front page of two websites that show opposing views on a given topic. (continuation of class activity)	Narrative does not include a discussion of the participants analysis of the two sites and their views.	Narrative includes a discussion of the two sites, but shows no correlation to the use of this type of evaluation in the classroom.	Narrative includes a discussion of the importance of teaching students to be good "consumers of the Internet".	

Total Points Earned   _____

Instructor Comments:

Evidence Section complete as assigned: YES   NO

PowerPoint Rubric

Activity	Does Not Meet Standards	Meets Standards	Exemplary
Content	Content was weak, or incorrect. Cursory information provided.	The content is written in a logical sequence. Information is accurate and effective.	The content is well organized and appropriate to the audience. Material is correctly documented when appropriate.
Text Layout	Difficult to read due to use of paragraphs, dark fonts, and non-contrasting backgrounds.	Fonts are easy to read and point size varies to enhance readability of the text. Some lengthy information is included on slides. Graphics enhance the presentation and are to the side of the slide. Bulleted lists are used effectively.	Font size and color changes for text emphasis and titles. Use of italics, bold and underline enhance the readability of the text. Text is appropriate length for audience.
Graphics, Sound, Transitions	No graphics, sound, or transitions are used in the presentation. Photo of student is not included in presentation	Graphics, sounds, and transitions are used in the presentation. They are generally used appropriately and enhance the presentation.	Graphics, sound, and transitions are used appropriately and enhance the presentation. Design elements combine with content to create a high impact presentation.
Save and Print	Student cannot save the presentation without help. Student cannot print the presentation without help.	Student can save the presentation. Student can print the presentation. Student has difficulty printing in multiple formats.	Student can print the presentation in multiple formats such as 3, 6, or 9 to a page. *Demonstrated through inclusion of screenshot (with appropriate menu selection)*

Sources for rubric:
http://www.ncsu.edu/midlink/rub.mm.st.htm