EDUK 440.110 Technology Application and Integration for Classroom Teachers

Professor & Contact Information

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Assistant Professor in Curriculum and Instruction, Mathematics Education
College of Education
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Office: Warrior Hall 322E
Office Hours: Tuesdays 9:30 a.m. -11:00 a.m. and 1:00 pm - 4:00 pm and Thursday 9:30 a.m. – 1:30 p.m.
Please contact Mrs. Yvonne Imergoot yvonne.imergoot@tamuct.edu or phone: 254-519-5485 to schedule an appointment.
Please remember, you have my cell number and I am happy to accommodate your needs.
Work email: hamilton.c@tamuct.edu
Work Phone: 254-519-5768

About the instructor: I have a B.S. in Computer Science, an M.Ed. in Educational Technology, and a Ph.D. in Curriculum and Instructions with a concentration in Mathematics Education. I have been in education since 2004. I taught Algebra I, Algebra II, Geometry, Computer Science, and Exit level mathematics. I was also a math coach, instructional coordinator, campus data expert, educational technologist, and testing coordinator. This is my fourth semester as an Assistant Professor. At the university level I currently teach Concepts in Elementary Mathematics I, II, and III, Mathematics Instruction for Classroom Teachers, The History and Theoretical Foundations of Education, Professional Development I: Understanding Learners and Technology Application and Integration for Classroom Teachers. I am smart, honest, firm, fair, flexible, and a constant learner. Above all, I love teaching others how to become an effective 21st century educator of a diverse student population.

Texas A&M University-Central Texas Mission Statement
Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission Statement
The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Mode of Instruction & Course Access
This course is a field-based practicum course involving some face-to-face instruction. However, the majority of your learning will take place during clinical teaching placement. This course utilizes TAMUCT Blackboard Learn system (https://tamuct.blackboard.com) with access by your Blackboard username and password.
Student-Professor Interaction
As this course is critical in the growth and development of you as a teacher, I am readily available to you. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call (254) 519-8737.

UNILERT - Emergency Warning System for Texas A&M University–Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Program Goal
Texas A&M University-Central Texas students, upon completion of certification requirements, will be reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

Course Overview and Description: EDUK 440.110
This course is designed to develop the capacity of preservice educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community, and students is also addressed. Prerequisites: Admission to Clinical Teaching; successful completion of designated content area Texas Examination of Educator Standards (TExES); concurrent enrollment in EDUK 490 and EDUK 435, or approval of Curriculum & Instruction Program.

Course Objective
The student will be a reflective, professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to in-service educator.

Student Learning Outcomes
The preservice teacher will demonstrate knowledge and application of the following State Educator Standards in Technology Application for Beginning Teachers that are included in the Pedagogy and Professional Responsibilities EC–12:

Technology Applications Standard I
All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II
All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III
All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
Technology Applications Standard IV
All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V
All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Course Standards

Teacher Standards

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

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

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

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

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

Pedagogy and Professional Responsibilities EC–12

Pedagogy and Professional Responsibilities EC–12 Standard I
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
**Required Reading and Textbook(s)**

MyEducationLab with Video-Enhanced Pearson eText -- Standalone Access Card -- Transforming Learning with New Technologies, 2/E  

According to Pearson, this text show pre-service teachers how new technologies and Web 2.0 tools can change the nature of K-12 schools by generating highly interactive, inquiry-based teaching and learning experiences at all grade levels.

You will be provided additional required course readings from the professor.

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

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**Course Requirements**

**Student Learning and Assessment**

These assignments are multi-step assignments and are intended to be done over several days. Please do not think you can begin them the night before and complete them on time. Each of these assignments has an explanation sheet and a rubric. (The explanation sheet and rubric are found in two places on Blackboard: under the assignments tab and on the tab for the day it is due). You are responsible for determining the level at which you will work. It is up to you to take ownership of your own learning to develop the necessary knowledge base.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Met Standard Requirement</th>
</tr>
</thead>
</table>
| Educational Technology Showcase | There is a vast supply of educational technologies. To expose you to several technologies we will host an Educational Technology Showcase. The showcase will involve each student demonstrating an educational technology tool to the class. The rubric, an example, and expectations will be located in Blackboard. | Technology Applications Standard I, II, III, IV, V  
Teaching Standard 1, 2, 4, 5  
PPR Standard I, II, III, IV                                                                 |
| Digital Identity e-Portfolio    | Establishing your digital identity is equally important as establishing your teaching identity. The creating of your digital identity will require creating an e-Portfolio using Google to archive each chapter’s hands-on technology-learning activity. The rubric, an example and expectations will be located in Blackboard. | Technology Applications Standard I, II, III, IV, V  
Teaching Standard 1 and 3  
PPR Standard III                                                                 |
| Educational Technology Learning Modules | Flexibility in learning has proven to increase student motivation and achievement. This course will allow students to learn at their own pace by completing learning modules within a given time frame. The modules will consist of chapter notes, quizzes, mini activities and personal reflections. There will be 10 modules located in Blackboard according to chapter listings. | Technology Applications  
Teaching Standard 1, 2, 3, 4, 5  
PPR Standard I, II, III, IV                                                                 |
Evaluation & Assessment (Grading Criteria)

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

Educational Technology Showcase ................................................................. 200
Digital Identity e-Portfolio ........................................................................... 200
(10) Educational Technology Learning Modules (notes-20, quiz-10, mini activity-20, reflection-10), .. 600

Total Points .................................................................................................. 1000

Evaluation Summary:

Grades will be assigned at the end of the semester on the following basis points:

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 599 or below

Posting of Grades

Final grades will be posted to Blackboard Learn after completion of course requirements.

Course Outline & Calendar

EDUK 440.110 The instructor reserves the right to modify the calendar for the benefit of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Monday January 4</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>WH 417</td>
<td>EDUK 435 Course Expectations, Teacher Work Sample, Ethics Training</td>
</tr>
<tr>
<td>Tuesday January 5</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>WH 417</td>
<td>EDUK 435 Teacher Work Sample, Mental Health Training</td>
</tr>
<tr>
<td>Wednesday January 6</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>WH 417</td>
<td>EDUK 435 Resume Writing and Interview Skills 10:30 Teacher Work Sample (TWS)</td>
</tr>
<tr>
<td>Thursday January 7</td>
<td>12:00 p.m. – 4:00 p.m.</td>
<td>WH 417</td>
<td>EDUK 490 Course Expectations &amp; Orientation University Supervisor Meet &amp; Greet</td>
</tr>
<tr>
<td></td>
<td>4:30 p.m. – 6:30 p.m.</td>
<td>WH 417</td>
<td>Cooperating Teacher &amp; Field Supervision Training</td>
</tr>
<tr>
<td>Friday January 8</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>WH 203</td>
<td>• EDUK 440 Course Expectations</td>
</tr>
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<td></td>
<td></td>
<td>Library Literacy Lab</td>
<td>• Teacher Work Sample / Data Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Chapter 1 and 2 Technology Activities</td>
</tr>
<tr>
<td>Monday January 11</td>
<td></td>
<td>Clinical Teaching Site</td>
<td>First Day of Clinical Teaching</td>
</tr>
<tr>
<td>Monday January 18</td>
<td></td>
<td></td>
<td>No School</td>
</tr>
<tr>
<td>Tuesday January 26</td>
<td>5:00 p.m. – 8:00 p.m.</td>
<td>WH 203</td>
<td>EDUK 440</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library Literacy Lab</td>
<td>• Modules 1,2,3 DUE today by Midnight</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher Work Sample Technology/ Data Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Chapter 3, 4 and 5 Technology Activities</td>
</tr>
<tr>
<td>Monday February 15</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>WH 417</td>
<td>EDUK 435 PPR Review &amp; T-Cert Due Appraisal Training</td>
</tr>
<tr>
<td>Tuesday February 16</td>
<td>5:00 p.m. – 8:00 p.m.</td>
<td>WH 203</td>
<td>EDUK 440</td>
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<tr>
<td></td>
<td></td>
<td>Library Literacy Lab</td>
<td>• Module 4,5,6,7 DUE today by Midnight</td>
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<td></td>
<td>• Teacher Work Sample/ Data Analysis</td>
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<td>• Chapter 6, 7, 8 and 9 Technology Activities</td>
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<tr>
<td>Friday March 4</td>
<td></td>
<td>Clinical Teaching Site</td>
<td>Last day of 1st placement (If applicable)</td>
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<tr>
<td>Monday March 7</td>
<td></td>
<td>Clinical Teaching Site</td>
<td>First day of 2nd placement (If applicable)</td>
</tr>
<tr>
<td>Tuesday March 8</td>
<td>5:00 p.m. – 8:00 p.m.</td>
<td>WH 203</td>
<td>EDUK 440</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library Literacy Lab</td>
<td>• Module 8,9,10 DUE today by Midnight</td>
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</tbody>
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University Procedures & Policies

TAMUCT Department of Curriculum & Instruction Professional Expectations

Texas A&M University-Central Texas clinical teachers are guests in the schools in which they are placed. Each clinical teacher must abide by all regulations and policies established by the district, central administration, campus administrators, and cooperating teachers. Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit if their goal of becoming a professional educator.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Behavior</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>communicate appropriately and effectively with colleagues, supervisors,</td>
</tr>
<tr>
<td></td>
<td>students, parents, caregivers and community members using various forms</td>
</tr>
<tr>
<td>Collaboration</td>
<td>work collaboratively with colleagues, mentors and supervisors to achieve</td>
</tr>
<tr>
<td></td>
<td>the local, state, and national goals of education</td>
</tr>
<tr>
<td>Commitment</td>
<td>demonstrate commitment to the teaching profession and exercise leadership</td>
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<tr>
<td></td>
<td>for the advancement of the profession and public education; be responsible,</td>
</tr>
<tr>
<td></td>
<td>punctual, regular in attendance, and prepared to participate in all aspects</td>
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<tr>
<td></td>
<td>of professional development</td>
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<tr>
<td>Professional Development</td>
<td>Take responsibility for utilizing professional teaching practices and</td>
</tr>
<tr>
<td></td>
<td>constantly strive to improve through professional growth</td>
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<tr>
<td>Ethical Conduct</td>
<td>Uphold the Code of Ethics for Texas Educators and abide by local, state,</td>
</tr>
<tr>
<td></td>
<td>federal rules, regulations, and policies; demonstrate respect and maintain</td>
</tr>
<tr>
<td></td>
<td>ethical conduct in relations with professional colleagues, students,</td>
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<tr>
<td></td>
<td>parents and members of the community</td>
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</tbody>
</table>

Attendance Policy

Professional behavior and commitment to teaching are expectations. Attendance and punctuality are required. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

In the event you miss class, it is your responsibility to find out what you missed. I will not provide “make-up” work. You are responsible for asking a classmate to take notes and gather handouts for missed classes. It is NOT possible to make up the work missed during the class period since it involves the interactions of students, professor, and content.
After one absence for any reason, you must schedule an individual conference with me. If a student misses two or more of the classes, they will fail the entire course. Missing ¼ class or more = 1 absence.

Arriving to class more than 5 minutes after start time and up to ¼ class time = 1 tardy
Leaving class more than 5 minutes prior to ending time and up to ¼ class time = 1 tardy

Tardies will be monitored and each occurrence will deduct 5 points from class engagement grade.

Always being prepared to participate includes completing assigned reading and bringing necessary assignments and materials to class.

Academic Integrity
Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action. Honesty and integrity are essential characteristics for teachers. Students are required to act honestly and professionally at all times.

Any Violation of the Academic Integrity Policy will result in failure of the class (student will receive an “F”).

Cell Phone
Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

Personal cell phone use during class may result in loss of successful completion of this course.

Disability Support and Access Services
At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

Drop Policy
If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail
to follow the procedure, you will receive an F in the course.

The University Writing Center
The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

Tutoring
Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on http://www.tamuct.edu/departments/academicsupport/tutoring.php.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: http://www.tamuct.edu/departments/library/index.php.

Technology Requirements & Support

Technology Requirements
This course will use the TAMUCT Blackboard Learn learning management system. Logon to https://tamuct.blackboard.com to access the course.
Username: Your MyCT username (xx123 or everything before the "@") in your MyCT e-mail address
Initial password: Your MyCT password

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in.

Technology Support
For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu    Phone: (254) 519-5466    Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your professor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Your Professor…

What You Can Expect From Me
It is a great privilege to have the opportunity to work with you during this most exciting time of your educational career. I want to ensure your clinical teaching experience is as successful as possible. It is my hope that when the time comes for you to have your own classroom, you will have the skills necessary to make a lasting impact in the lives of your students. As such, I am available to you at all times during this semester. This course has been designed to offer you support in many areas of successful teaching, including the most problematic areas beginning teachers face.

I will be a resource to you during your clinical teaching assignment.
I will be available to discuss concerns or accomplishments during your clinical teaching experience.
I will provide feedback in a timely manner.
I will take writing, grammar, and spelling into consideration on all assignments.
I will treat each of you with the respect afforded a professional.
I will return e-mails and phone calls usually within 24 hours.