

**Virginia State University  
College of Education**

**Course Syllabus  
Spring 2024**

**EDUC 200 Technology in The Classroom  
Section 01  
Online - Asynchronous  
3 Credit Hours**

**Instructors:  
Shanique Bryant and Aretha McNeil  
College of Education**

**Virtual Office Hours  
M, W 7:30 a.m. - 9:00 a.m.  
T, R 3:00 p.m. – 4:30 p.m.  
and  
Friday By Appointment**

**VIRGINIA STATE UNIVERSITY  
College of Education**

**The Reflective Practitioner**  
***“Creating Positive Learning Environments for all Students”***  
**Course Syllabus**

**EDUC 200: Technology in the Classroom**  
3 Semester Hours

Mrs. Shanique Bryant  
sbryant@vsu.edu

Mrs. Bryant Virtual Office Hours: M, W 7:30 a.m. – 9:00 a.m.  
TR 3:00 p.m. - 4:30 p.m.  
Friday - By Appointment

Telephone: 910-378-0610

Dr. McNeil Office Hours: Please email [amcneil@vsu.edu](mailto:amcneil@vsu.edu) to schedule a meeting.

**Pre-Requisite**

None

**Transition Point**

Pre-Admissions Phase: This course is taken prior to admission into the Teacher Education Program it is used as a General Studies class for technology skills and meets the State Technology Requirements for Teaching.

**Vision/Mission of the Conceptual Framework**

**Vision**

Produce Reflective Practitioners that create Educational Justice for All.

**Conceptual Framework**

The conceptual framework reflects the shared vision for preparing quality educators. The overall goal of the College of Education at Virginia State University, given its underlying vision, mission, and philosophy, is to facilitate the development of reflective practitioners who analyzes the emotions, experiences, and actions of others to create an unbiased learning environment, and serve as advocates for educational justice for all. This goal undergirds the development of successful candidates who are competent, caring, and culturally responsive. Through reflective inquiry, candidates use professional knowledge to enhance learning for all students.

The mission of the College of Education at Virginia State University is to promote quality programs, using current research and technology-based learning to prepare effective **reflective practitioners** who are **competent, caring, and culturally responsive**.

**Reflective Practitioners** analyze the emotions, experiences, and actions of others to create an unbiased learning environment and serve as advocates for educational justice for all.

College of Education Graduates are:

**Competent** – understanding the central concepts, tools of inquiry, and structures of their content area(s) to create engaging and meaningful learning experiences for all.

**Caring** – displaying kindness, concern, and respect to all learners, while empowering learners to set achievable goals.

**Culturally-Responsive** – using research-based, student-centered methodology that is socially, emotionally and culturally relevant to understanding identity, achievement, equity and developmental appropriate strategies.

**Selected Program Outcomes for this Course**

**The following program outcomes represent what the teacher education pre-admissions candidate/candidate will know and be able to do at the completion of this course relative to the conceptual framework:**

**Competent**

- K.1. Candidates will exhibit adequate knowledge of subject-specific content in the core curriculum.
- K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities, and diverse learning styles.
- K.4. Candidates will exhibit pedagogical instructional competencies.
- K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.

## **Caring**

- D.1. Candidates will demonstrate a belief that all students can learn.
- D.2. Candidates will demonstrate a respect for diversity, including gender, ethnicity, race, socioeconomics, and exceptionalities in education, schools, and the community.
- D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.

## **Culturally Responsive**

- S.1. Candidates will be able to interpret content accurately.
- S.2. Candidates will demonstrate competence in written and oral communication.
- S.3. Candidates will be able to adapt knowledge to learners' levels of understanding and ways of thinking.
- S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data-driven decision-making.
- S.7. Candidates will be able to differentiate instruction for diverse learners.
- S.15. Candidates will be able to efficiently manage resources.

## **Required Text**

Web Resources and sites provided in lieu of a textbook

### **SELECTION OF MATERIALS:**

Daily advances are being made in multimedia and technology. Prospective teachers must be willing to embrace these advances. Knowledge of computers and their applications to the delivery and management of instruction is no longer a luxury but a necessity. University and in-service teacher training must provide teachers with greater comfort in using computers, an increase in the desire to use computers and an understanding of how to integrate software into the classroom curriculum. (1996 Software Publishers Association) In order to utilize technology effectively, teachers must not only be cognizant of the how to, but the why of using certain types of technology. The online materials provide you with an interactive tool, a resource and later, a reference to software and curriculum projects that can be utilized in future classes and employment.

### **Course Description: Technology Education**

A variety of instructional media; such as websites and Web-based Applications, Digital imagery, Computer Assisted Instruction, and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the operation of the computer and the utilization of web resources and APPS, to aid instruction and productivity in the classroom. Candidates will be given the opportunity to reflect upon the most effective and efficient uses of various technologies for individual students, groups of students, and for their own personal use in the classroom. They will be expected to create certain types of presentations and materials to achieve instructional goals and objectives. The course is intended for sophomore pre-candidates and candidates.

### **COURSE RATIONALE:**

The Metropolitan Educational Research Consortium (MERC) in 1992 reviewed 184 national research studies to examine the effectiveness of learning technology on student achievement. These findings indicated that student achievement is significantly enhanced when technology is **appropriately** designed and implemented. The candidates will be introduced to a variety of media, such as computers with peripherals, Video Cameras, APPS, Digital Cameras, and the Internet. The integration and development of these technologies into the classroom will aid candidates in "*Creating Positive Learning Environments for All Students*". Infusing technology into the classroom does not remove the traditional roles and responsibilities of the teacher, but should enhance and support the daily activities and curriculum. The use of technology allows the teacher to do the following: **adapt** lessons to meet the needs of diverse learners in the classroom and use the internet to give students **global** access to the World Wide Web. Computer Based Instruction (CBI) gives the teacher the ability to engage students on their own ability **level** enhancing their learning. The use of technology in the classroom will continue to increase and it is up to you to explore creative ways to instruct your future students.

### **COURSE GOALS, OBJECTIVES AND CORRESPONDING PROGRAM OUTCOMES:**

At the end of this course, the candidate should be able to:

1. Continuously improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. **(K.1, K.4, K.7, S.1, S.2, S.6)**
  - a. Review State Technology Standards
  - b. Construct Lesson Plans Utilizing Standards
  - c. Explore Learning Styles and Methods of lesson delivery using technology.
2. Demonstrate an understanding of the advantages and disadvantages of using technology in the classroom and evaluate the appropriateness of different types of technology for specific educational contexts. **(K.1, K.4, K.7, S.1, S.2, S.6)**
3. Describe the relationship between technology and pedagogy, and design technology-supported activities that promote active and student-centered learning. **(K.1, K.4, K.7, D.1, D.2, D.7, S.1, S.2, S.6)**

4. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
  - a. Complete assignments using Word Processing
  - b. Complete assignments using Spreadsheet.
  - c. Complete assignments using Power Point or presentation Software.
5. Analyze the effectiveness of technology-based assessments and evaluations and develop technology-supported assessment and evaluation strategies that promote data-driven instruction and more effective learning outcomes. **(K.1, K.4, K.7, D.1, D.2, D.7, S.1, S.2, S.6)**
6. Identify ethical considerations related to technology use in the classroom, and develop strategies for promoting digital citizenship, online safety, and privacy and security online. **(K.1, K.4, K.7, D.1, D.2, D.7, S.1, S.2, S.6)**
  - a. Review Acceptable use policies of schools, colleges, and universities
  - b. Apply policies to all course assignments.

### **Course Requirements As Related to Course Objectives and Their Corresponding Program Outcomes**

- A. Maintain usernames and passwords for Blackboard and applications used in class. (1-6)
- B. Demonstrate proficiency in communication by active participation in class discussions and assignments. (1-6)
- C. Maintain efficient records by taking all required Examinations, (quizzes, final exam and project) on the day that is stipulated. (1-6)
- D. Demonstrate an understanding of assignments and the use of appropriate visual and multimedia technology during these presentations. (1-6)
- E. Use multiple approaches to deliver content by submitting a technology-integrated lesson plan. (1-6)
- F. Utilize a Google Drive or Cloud storage to store all class assignments and software activities. (1-6)

### **Class Format, Process and Methods of Instruction**

This online course includes presentations, hands-on application assignments, formative and summative assessments, and opportunities for reflection. The course readings focus on current and relevant research on evidence-based practices in education, aimed at equipping you with the latest knowledge and skills. You will engage in online discussions with your peers and professor, allowing you to deliberate and reflect on your learning, as well as share your knowledge with others. Finally, the application assignments and assessments will enable you to demonstrate your ability to incorporate technology into your teaching practices. Students will be required to search the web and communicate locally and globally using E-Mail (E-Mail Address must be obtained through the Office of Information Technology Center (OIT) 804-524-5210).

### **Technical Support**

Any technology issues must be reported to the Office of Information Technology. Students who need help with the submission of assignments in Blackboard must email the instructor prior to the due date to receive technical support.

### **GRADING: FOR THIS COURSE THE FOLLOWING POINTS ARE ASSIGNED:**

**I reserve the right to amend this scale and assignments as deemed necessary to meeting the course objectives.**

| Assignment                  | Point Value |
|-----------------------------|-------------|
| Application Assignments (4) | 100 Points  |
| Quizzes (4)                 | 10 Points   |
| Final Project               | 100 Points  |
| Article Reviews             | 20 Points   |
| Discussion Posts            | 10 Points   |

### **CODE OF ETHICS**

Students are expected to exhibit exemplary ethical behavior as part of the University community and society. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical acts that may be specifically defined by a student's individual discipline are considered breaches of the Student Code of Ethics.

### **Attendance**

Attendance in this online asynchronous course is a matter of personal responsibility and time management. Asynchronous courses offer flexibility in terms of when and where students can access course content, but this can create a sense of distance and disconnection from the course. Therefore, students need to set regular study schedules, establish clear goals and deadlines, and actively engage with course materials and discussions to stay motivated and on track. It is the student's responsibility to regularly access the course materials, complete assignments on time, and actively participate in course activities.

### **Course Outline and Assignment Due Dates**

All classroom assignments are to be typed; no handwritten materials will be accepted. **BLACKBOARD** will be used to turn in assignments. Late work will **NOT** be accepted.

| <b>Week</b>                                                                          | <b>Assignments</b>                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Weeks 1-2: Jan 16-Feb 4</b><br><i>Introduction to Technology in the Classroom</i> | <ul style="list-style-type: none"> <li>• Introduction and Course Overview</li> <li>• Flip Video Introduction</li> <li>• Technology Article Reading and Discussion Post</li> <li>• History of Educational Technology Timeline project</li> </ul> |
| <b>Week 3: Feb 5-Feb 11</b><br><i>Educational Resources</i>                          | <ul style="list-style-type: none"> <li>• Article readings and Quiz</li> <li>• Webpage Development</li> <li>• EdTech tools for Educators Exploration Assignment</li> </ul>                                                                       |
| <b>Week 4: Feb 12-Feb 18</b><br><i>Digital Citizenship</i>                           | <ul style="list-style-type: none"> <li>• Digital Citizenship and Responsibility Assignment</li> <li>• Article Reading and Discussion Post</li> <li>• Add Resources to webpage</li> </ul>                                                        |
| <b>Weeks 5: Feb 19 – Feb 25</b><br><i>Assessment and Evaluation</i>                  | <ul style="list-style-type: none"> <li>• Formative and Summative Assessment</li> <li>• Article Readings and Quiz</li> </ul>                                                                                                                     |
| <b>Week 6: Feb 26 – Mar 3</b><br><i>Technology Integration</i>                       | <ul style="list-style-type: none"> <li>• Lesson Plan Evaluations</li> <li>• Article Reading and Discussion Post</li> </ul>                                                                                                                      |
| <b>Week 7: Mar 4 – Mar 10</b>                                                        | <ul style="list-style-type: none"> <li>• Midterm</li> </ul>                                                                                                                                                                                     |
| <b>Week 8: Mar 10 – Mar 17</b>                                                       | <ul style="list-style-type: none"> <li>• Spring Break</li> </ul>                                                                                                                                                                                |
| <b>Week 9: Mar 18 -Mar 24</b><br><i>Emerging Technologies</i>                        | <ul style="list-style-type: none"> <li>• Emerging Technologies Assignment</li> <li>• Article Readings and Quiz</li> </ul>                                                                                                                       |
| <b>Week 10: Mar 25 – Mar 31</b><br><i>Educational Games</i>                          | <ul style="list-style-type: none"> <li>• Game Evaluations</li> <li>• Educational Game Project</li> <li>• Article Reading Discussion Post</li> </ul>                                                                                             |
| <b>Week 11: Apr 1 – 7</b><br><i>Distance Learning</i>                                | <ul style="list-style-type: none"> <li>• Podcast Assignment</li> <li>• Article Readings and Quiz</li> </ul>                                                                                                                                     |
| <b>Week 12: Apr 8 – Apr 14</b><br><i>Blended Learning</i>                            | <ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Article Readings and Discussion Post</li> </ul>                                                                                                                            |
| <b>Week 13: Apr 15 – Apr 21</b><br><i>The Future of Technology</i>                   | <ul style="list-style-type: none"> <li>• Impacts of Technology on the future K-12 students</li> <li>• Innovative Pitch Assignment</li> <li>• Article Readings and Quiz</li> </ul>                                                               |
| <b>Week 14: Apr 22- Apr 28</b><br><i>Reflection</i>                                  | <ul style="list-style-type: none"> <li>• Conceptual Framework Reflective Assignment</li> </ul>                                                                                                                                                  |
| <b>Week 15: Apr 30 – May 2</b><br><i>Final Exams</i>                                 | <ul style="list-style-type: none"> <li>• Final Exams</li> <li>• Final Website Submission</li> </ul>                                                                                                                                             |

**Assessments: BLACKBOARD Assignments and rubrics for Evaluation of the Final Project are located in the BlackBoard course assessment system.**

|                                |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Article Reviews</b>         | <b>Alignment</b> | <p>K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.</p> <p>K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.</p> <p>K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.</p> <p>D.6. Candidates will demonstrate a value for lifelong learning.</p> <p>D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.</p> <p>D.8. Candidates will demonstrate a commitment to scholarship.</p> <p>S.1. Candidates will be able to interpret content accurately</p> <p>S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.</p> <p>S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.</p> <p>S.2. Candidates will demonstrate competence in written and oral communication.</p> <p>S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.</p> |
| <b>Application Assignments</b> |                  | <p>K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.</p> <p>K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.</p> <p>K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.</p> <p>D.6. Candidates will demonstrate a value for lifelong learning.</p> <p>D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.</p> <p>D.8. Candidates will demonstrate a commitment to scholarship.</p> <p>S.1. Candidates will be able to interpret content accurately</p> <p>S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.</p> <p>S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.</p> <p>S.2. Candidates will demonstrate competence in written and oral communication.</p> <p>S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.</p> |
| <b>Spreadsheets</b>            |                  | <p>K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.</p> <p>K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.</p> <p>K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.</p> <p>D.6. Candidates will demonstrate a value for lifelong learning.</p> <p>D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.</p> <p>D.8. Candidates will demonstrate a commitment to scholarship.</p> <p>S.1. Candidates will be able to interpret content accurately</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

### **Class Webpages**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

### **Power-Point Presentation**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

### **Inspiration**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race,

socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

## **Lesson Plan Creation**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

## **Educational Game**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.

S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

### **Innovative Pitch**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

### **Lesson Presentation**

K.1. Candidates will exhibit adequate knowledge of subject specific content in core curriculum.  
 K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socioeconomics, exceptionalities and diverse learning styles.  
 K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.  
 D.6. Candidates will demonstrate a value for lifelong learning.  
 D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.  
 D.8. Candidates will demonstrate a commitment to scholarship.  
 S.1. Candidates will be able to interpret content accurately  
 S.10. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.  
 S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.  
 S.2. Candidates will demonstrate competence in written and oral communication.  
 S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.

