

Arizona State University West - Course Curriculum Portfolio

The purpose of this portfolio is to provide a clear picture of the activities and experiences within each course taught. Over time, it will show a record of increasing technology implementation by instructor and their students.

In constructing the portfolio, please create a section for each course that includes:

- Completed cover sheet- sample below
- Syllabus
- Directions, handouts, assignments, rubrics, etc. given to students
- Short explanation of in-class activities using technology (an explanation is only needed for activities that do not have handouts, etc. in the above section)
- Short explanation of pedagogy using technology (e.g. lecture using PowerPoint- include hard copy of page 1 of the presentation- 3-6 slides per page; web page to support class- include the URL)

Name: Sample

Course: ECD 402

I use electronic grading software. (e.g. GradeBook Pro; Spreadsheet). Yes No

I model technology use in teaching this course.
(e.g. PowerPoint presentation, Internet search) Yes No

Students complete technology based assignments/activities. Yes No

If YES in any of the above, please complete the following-

Technology Used	How Technology is Used	NETS Standard
Roamer	* Use content-specific tools and simulation to support learning, in particular, the teaching and learning of special relations and geometric concepts.	NETS II
Kid Pix and Graph Club	* Create a technology-based student created product, in particular, a group field trip reflection book.	NETS III
Email	* Use email to participate in communication with students.	NETS V-d
Internet Lesson/activity plan	* Students chose one quality science and one quality math lesson/activity plan from the Internet, and identify appropriate tech resources to meet specific teaching and learning objectives, in particular, a problem solving, hands on approach to math and science.	NETS III
Digital Camera	*Utilize electronic resources to effectively manage a learning activity, in particular, students experiences are documented and a portfolio (book) created.	NETS III, IV

Please submit completed portfolios to Mia Kim Williams, FAB S379, 602-543-6413

NETS●T: ISTE National Educational Technology Standards and Performance Indicators for Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

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

- A.** demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS for Students.)
- B.** demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

- A.** design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B.** apply current research on teaching and learning with technology when planning learning environments and experiences.
- C.** identify and locate technology resources and evaluate them for accuracy and suitability.
- D.** plan for the management of technology resources within the context of learning activities.
- E.** plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

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

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

IV. ASSESSMENT AND EVALUATION.

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

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

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

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

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

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

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

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