Course Syllabus: Fine Arts Learning Management Systems
Fain College of Fine Arts, Fall 2025
MUSC 4101 Section 101
W 3:00pm – 4:20 pm Fain C117C

Contact Information

Instructor: Dr. Susan Harvey
Office: Fain C117O
Office hours: Posted Outside Office
Office Phone: (940) 397-4916
E-mail: susan.harvey@msutexas.edu

Course Description

Prerequisite(s): Junior, Senior, or Second Baccalaureate student. Must be accepted into the West College of Education. Music Education majors must have completed MUSC 2621 Sight Singing and Ear Training II and MUSC 2623 Theory II with minimum grades of C.

Catalog Description: This course prepares students to use a Learning Management System(s) for use in fine arts K-12 classrooms. Students learn to design lesson plans, create assessments, manage grades, track student progress, and manage delivery of music instruction using one or more learning management systems. Additionally, students will study current developments in fine arts.

Note: Entrance, Acceptance, and Graduation requirements for the College of Education (COE) may change. Students are advised to consistently look at the website for the COE for any updates.
THIS COURSE IS SUBJECT TO CHANGE BY THE WCOE AT ANY TIME.

Course Objectives

This course provides fine arts education students with a knowledge base of the environment in which they may teach.

The objectives of this course are as follows:

- To provide educational experiences that incorporate current technologies
- To engage students in their professional growth and developmental leadership

- To prepare for the Texas Examinations of Educator Standards (TExES) through the review and synthesis of the following frameworks and standards:
    - Texas Essential Knowledge and Skills for Fine Arts:
      Fine arts Link
      Fine arts PDF
    - Texas SBEC Standards/Test Frameworks for Pedagogy and Professional Responsibilities Standards (EC-Grade 12).
    - Texas SBEC Texas Administrative Code
    - Texas SBEC Technology Applications Standards
    - International Society for Technology in Education (ISTE) Standards
- To pass the TExES practice exams – content and PPR
- To complete a Technology Portfolio (create professional website) and include ISTE standards
- To prepare for and take the Google 1 and 2 teacher certification tests
- To complete required study hours from the COE
- To complete a data literacy project (COE requirement)

Required Course Materials

- Computer access

TExES Art Preparation Materials Website:
https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX178_PrepMaterials.html

TExES Music Preparation Website:
https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX177_PrepMaterials.html

TExES Theatre Preparation Website:
https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX180_PrepMaterials.html

Texas PPR (Pedagogy and Professional Responsibilities) EC-12 Materials:
https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX160_PrepMaterials.html

Google for Education Teacher Certification Website:
https://edu.google.com/intl/ALL_us/teacher-center/?modal_active=none

Grading/Assessment

All assignments must be completed to pass the class. Assignments are pass/fail via completion.

You CANNOT pass this course if you do not complete ALL assignments.

Table 1: Points allocated to each assignment

Assignments	Percentage
TExES Practice PPR Examination (must pass – WCOE Requirement)	20
TExES Practice Examination for EC-12 Art/Music/Theatre (must pass* - WCOE requirement)	20
TK20 Technology Pre-Assessment - Completed	5
TK20 Technology Post-Assessment - Completed	5
Data Literacy Modules - Completed	10
Google Educator Level 1 – Take Test	10
Google Educator Level 2 – Take Test	10
Personal Technology Portfolio (Professional Website)	20
Total Percentage	100

The instructor reserves the right to cancel or adjust assignments as the course progresses. Students will be informed how this may affect grading.

Table 2: Total points for final grade.

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Assignments

Data Literacy Module

1. Complete all Data Literacy Modules in D2L
2. Upload assignments into TK20

Technology Portfolio with ISTE Standards

1. Complete a Personal Technology Portfolio. All students will create a professional website, which MUST include ISTE Standards for Educators.

2. Upload web address into TK20

Google Teacher Certifications

1. Complete the Technology Pre-Assessment in TK20.
2. Complete the Technology Post-Assessment in TK20.
3. Take Google Educator Level 1 Certification test. This test will be paid for by the COE. I will send over names to the COE and M#'s for processing the first week of classes. I will let you know when the codes are sent to take the test. Notes regarding this:
   a) There is free online training at: https://edu.google.com/training-support/professional- development/. All students need to take the training.
   b) You MUST take the test for Google teacher Certification for Level I but are not required to pass.
   c) Must upload official Google Teacher Certification results into TK20, regardless of passing or failing
4. Take Google Educator Level 2 Certification test. This test will be paid for by the COE. I will send over names to the COE and M#'s for processing the first week of classes. I will let you know when the codes are sent to take the test. Notes regarding this:
   a) You MUST take the test but are not required to pass.
   b) Must upload official results into TK20, regardless of passing or failing

Certify Teacher Study Hours and Practice Tests

- All students are required to complete 10 study hours for the TExES. This includes 10 hours for content area and 10 hours for PPR. Student access will be granted by the COE.
- All students in this class must pass the TExES Practice tests for their respective areas:
  - Music, Theatre, or Visual Arts
  - PPR
- Passing score for each test is 80 in each competency on the same test

Students will be assessed based on the requirements of the grading rubric and the projects needed for completion. You have a responsibility to the future students to be prepared, thorough, to think, and to participate with intent in personal development as an educator.

Additional Course Content Information

1. Social networking media such as wikis, Facebook, Twitter, and other such media were created with the idea that the people using them want to share information and ideas. It is also true that there are real problems when sharing information on social networking media and these include crossing over between your social life, your academic life, and your professional life. Be proactive, and make sure you only share information that you feel is appropriate for an academic setting.

2. Do not share your username or password for Google, GAFE, just as you do not share your username and password for D2L, WebWorld, or your email.
3. Do not respond to emails that ask for your username, password, or other private information. The instructor, the College of Education, and the University will not ask for such information by email.
4. If you are participating in Facebook, Twitter, or other such media, you are welcome to include that information in your Digital Portfolio that you will complete as part of your coursework. However, you should check your privacy settings beforehand, and make sure that you use the grouping and privacy tools to share only the information you want to share with the class.
5. This class is in person. You are responsible for completing assignments on schedule.
6. You will use Google Suite and can use your MSU Google or your own personal Google Account.

Student Handbook

Refer to: Student Handbook

Core Values

One of Midwestern State University's stated core values is: "People-Centered: Engage others with respect, empathy, and joy". The professor considers the classroom a safe place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.
Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading

The instructor reserves the right to cancel or adjust assignments as the course progresses.

Weekly Assignments and Due Dates

Date are assigned for each project. Students will self-pace through most of the assignments.

To complete assignments students will need to spend time outside of class to complete.

All projects must be completed to pass the class.

Mid-Term-Final Exam

No mid-term will be given.

No final exam will be given.

The final exam time will be used to complete all assignments and ensure they are uploaded into TK20.

Final Exam (we will use the Friday time scheduled for the class)
Thursday, December 11, 2025
3:30am – 5:30pm Final Exam Time

MSU Final Exam Link:
https://msutexas.edu/registrar/schedule/fallfinalexamschedule.php

AI Statement

The use of generative AI tools (e.g. ChatGPT, AI Chat, etc.) are not permitted in this course; therefore, any use of AI tools for work in this class may be considered a violation of MSU Texas' Academic Integrity policy and the Student Code of Conduct since the work is not your own. The use of unauthorized AI tools will result in referral to the Office of Student Conduct.

Important Dates

Last day for term schedule changes: August 28, 2025
Deadline to file for graduation: September 22, 2025
Last Day to drop with a grade of "W:" November 24, 2025
Refer to: Drops, Withdrawals & Void
Academic Calendar

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Google Drive

A Google drive will be set up for the class. The Data Literacy project will be done collectively as a group.

Attendance

Students are expected to attend all meetings of this class. We will meet once a week. In the event of an emergency or inability to attend sure to illness, contact Dr. Harvey.

Instructor Class Policies

If you are having trouble with *any* aspect of this course, please see the instructor as soon as possible.

Most class assignments will be self-paced.

Students are to conduct themselves in a professional manner so that all students may learn without distraction or disruption. This includes cell phones turned off and no texting.

Weather Statement

This course follows MSU Guidelines for inclement weather. Classes will not meet if campus is closed during the time of class. The class will NOT meet online if campus is closed. If assessment deadlines coincide with university closure, an extension will be stated the next class meeting.

Cell Phones and Other Recording Devices

The use of cell phones and other recording or electronic devices is strictly prohibited during class. The instructor may direct, from time to time, on the possible use of cell phones for legitimate class reasons. Recording the class is prohibited, unless it is part of a reasonable accommodation under ADA, or by obtaining written consent by the instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss students' academic progress or other matters with their parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants,

loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond

to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit MSUReady – Active Shooter. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

*__Notice:__ Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

- August 27
  - Review Syllabus
  - Technology Pre-Assessment Survey
  - Request Certify Teacher Access
  - Begin Google Training (online)
- September 3, 10, 17, 24
  - Register Certify Teacher
  - Take PPR Practice Test
  - Homework – continue google training
  - Complete 10 study hours and study modules of PPR Review in Certify Teacher
  - Retake PPR to pass all domains with 80% pass on same test
  - If do not pass, a new study module must be completed before retaking the test again
- October 1, 8, 15 22
  - Take Art, Music, or Theatre Content TExES
  - Homework Continue Google Training
  - Complete 10 study hours and study modules of content review in Certify Teacher
  - Retake TExES content to pass all domains with 80% pass on same test
  - If do not pass, a new study module must be completed before retaking the test again
- October 29 and November 5, 7
  - Take Google teacher certification Level I and Level II tests
    - Do this on own. Allow 3 hours to take each test
    - A code will be provided to register
  - Technology Portfolio
- November 19, 26 and December 3
  - Data Literacy
- Final Exam Time: Thursday December11, 3:30am – 5:30pm
  - All assignments must be uploaded into TK20

Scientifically-Based Research and References

We use scientific research to keep our students up to date on the latest trends in the field. This course specifically uses excerpts from the following references:

- International Society for Technology in Education (ISTE). ISTE Standards for Students. Retrieved August 2022, from ISTE Standards Students
- International Society for Technology in Education (ISTE). ISTE Standards for Educators. Retrieved August 2022, from ISTE Standards Educators
- Journal of Research on Technology in Education
- Society for Information Technology and Teacher Education (SITE)

See Appendix A for a complete list of standards/competencies.

References/Scientifically-Based Research/Additional Readings:

International Society for Technology in Education (ISTE). ISTE Standards for Students. Retrieved August 2022, from ISTE Standards Students

International Society for Technology in Education (ISTE). ISTE Standards for Educators. Retrieved August 2022, from ISTE Standards Educators

Journal of Research on Technology in Education

Society for Information Technology and Teacher Education (SITE)

Appendix A
Standards/Frameworks

Standards/Domains/ Competencies		Course Assessments
SBEC EC-12 Music Domain V: Music Education *Competency 011: The teacher knows how to plan and implement effective music instruction.*		
A. Demonstrates knowledge of the content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and recognizes the significance of the TEKS in developing a music curriculum. B. Knows how to use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding, applies knowledge of techniques and criteria for ongoing assessment of students' musical knowledge and skills and knows how to use assessment results to help develop instructional plans. C. Demonstrates an understanding of appropriate sequencing of music instruction and knows how to deliver developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful. D. Knows how to adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities and levels of development and musical experience. E. Knows how to provide instruction that promotes students' understanding and application of fundamental principles of music and that offers students varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres and to evaluate music of various types. F. Demonstrates an understanding of materials and resources available for use in music education and applies knowledge of procedures and criteria for selecting an appropriate repertoire for the music class.		Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion

Standards/Domains/ Competencies	Course Assessments
G. Knows how to use varied materials, resources and technologies to promote students' creativity, learning and performance and understands the use of technology as a tool in the music class. H. Instructs students to apply skills for forming and communicating critical judgments about music and music performance; knows strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music; and knows how to provide students with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating and responding to music.	
SBEC EC-12 Music Domain V: Music Education *Competency 012: The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills, and appreciation.*	
A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music. B. Knows how to provide students with opportunities to contribute to the music class by drawing on their personal experiences and by encouraging students to pursue musical knowledge independently. C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation. D. Knows how to help students develop an understanding and appreciation of various cultures through music instruction and discussion of current events related to music and knows how to incorporate a diverse musical repertoire into instruction, including music from both Western and nonWestern traditions. E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.	Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion

Standards/Domains/ Competencies	Course Assessments
F. Applies strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); knows how to manage time, instructional resources and physical space effectively for the music class; and knows how to teach students concert etiquette. G. Demonstrates knowledge of techniques for effectively and efficiently managing varied resources for the music education program and applies strategies for managing and documenting the use and condition of musical instruments and other materials in the music program.	
SBEC Pedagogy and Professional Responsibilities Standards EC-12	
Standard I The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and continuous and appropriate assessment. The beginning teacher knows and understands:	
Teacher Knowledge: What Teachers Can Do The beginning teacher knows and understands: 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; 1.10k how lesson content and skills connect with other disciplines and within the discipline; and 1.11k current research on best pedagogical practices. 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; 1.13k the importance of developing instructional goals and objectives that can be assessed; 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and 1.15k the importance of aligning instructional goals with campus and district goals.	Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion
Application: What Teachers Can Do The beginning teacher is able to: 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; 1.7s exhibit appropriate knowledge of a subject to promote student learning;	Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion

Standards/Domains/ Competencies	Course Assessments
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; 1.9s plan instruction that reflects an understanding of important prerequisite relationships; and 1.10s plan instruction that makes connections within the discipline and across disciplines; and 1.11s use a variety of pedagogical techniques to convey information and teach skills. 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, relevant, meaningful, and age-appropriate; 1.13s develop instructional goals and objectives that are able to be assessed; 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.	
Standard IV The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	
Teacher Knowledge: What Teachers Can Do The beginning teacher knows and understands: 4.1k the importance of families' involvement in their children's education; and 4.2k appropriate ways for working and communicating effectively with families in varied contexts. 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions; 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts; 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional); 4.6k available educator support systems (e.g., mentors, service centers, state universities); 4.7k the various ways in which teachers may contribute to their school and district; and 4.8k the value of participating in school activities. 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill; 4.10k the importance of documenting self-assessments; 4.11k characteristics, goals, and procedures associated with teacher appraisal; and 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.	Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion

Standards/Domains/ Competencies	Course Assessments
4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community); 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification; 4.16k procedures and requirements for maintaining accurate student records; 4.17k the importance of adhering to required procedures for administering stateand district-mandated assessments; and 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.	
Application: What Teachers Can Do The beginning teacher is able to: 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.2s apply procedures for conducting effective parent-teacher conferences; 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and 4.4s engage families in their children's education and in various aspects of the instructional program. 4.5s maintain supportive and cooperative relationships with colleagues; 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge; 4.8s communicate effectively and appropriately with other educators in varied contexts; 4.9s collaborate professionally with other members of the school community to initiatives, universities); 4.10s participate in decision making, problem solving, and sharing ideas and and expertise; and 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects). 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);	Written prompts and multiple choice questions designed to prepare for the TExES EC-12 Music exam; classroom discussion

Standards/Domains/ Competencies	Course Assessments
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs. 4.16s use knowledge of legal and ethical guidelines to guide behavior in education related situations; 4.17s serve as an advocate for students and the profession; 4.18s maintain accurate records; and 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.	
Technology Application Standards	
Standard I All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their application.	
Teacher Knowledge: What Teachers Can Do The beginning teacher knows and understands: 1.1k the appropriate use of hardware components, software programs, and their connections; 1.2k data input skills appropriate to the task; and 1.3k laws and issues regarding the use of technology in society.	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L
Application: What All Teachers Can Do The beginning teacher is able to: 1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components. 1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices; 1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency. 1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity; 1.5s use technology terminology appropriate to the task; 1.6s perform basic software application functions, including, but not limited to, opening an application program and creatin, modifying, printing, and saving documents. 1.7s explain the differences between analog and digital technology systems and give examples of each; 1.8s use appropriate terminology related to the Internet, including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML);	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
1.9s compare and contrast LANs, WANs, the Internet, and intranets; 1.10s use a variety of input devices such as mouse/rack pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick; 1.11s demonstrate keyboarding proficiency in technique and posture while building speed; 1.12s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; 1.13s develop strategies for capturing digital files while conserving memory and retaining image quality; 1.14s discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy. 1.15s model ethical acquisition and use of digital information including citing sources using established methods; 1.16s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet; 1.17s identify the impact of technology applications on society through research, interviews, and personal observation; and 1.18s demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.	
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.	
Teacher Knowledge: What Teachers Can Do The beginning teacher knows and understands: 2.1k a variety of strategies for acquiring information from electronic resources; 2.2k how to acquire electronic information in a variety of formats; and 2.3k how to evaluate acquired electronic information.	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L
Application: What All Teachers Can Do The beginning teacher is able to: 2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets; 2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies; 2.3s identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files; 2.4s access, manage, and manipulate information from secondary storage and remote devices;	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
2.5s use on-line help and other documentation; 2.6s determine and employ methods to evaluate electronic information for accuracy and validity; 2.7s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; and 2.8s identify the source, location, media type, relevancy, and content validity of available information.	
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.	
Teacher Knowledge: What All Teachers Know The beginning teacher knows and understands: 3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems; 3.2k how to use research skills and electronic communication to create new knowledge; and 3.3k how to use technology applications to facilitate evaluation of work, including both process and product.	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L
Application: What All Teachers Can Do The beginning teacher is able to: 3.1s plan, create, and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings; 3.2s plan, create, and edit spreadsheet documents using all data types, formulas and functions, and chart information; 3.3s plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting; 3.4s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics; 3.5s plan, create, and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolumn or multisection documents with a variety of text-wrapped frame formats; 3.6s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications; 3.7s integrate two or more productivity tools, including, but not limited to, tables, charts, and graphs, graphics from paint or draw programs, and mail merge, into a document; 3.8s use interactive virtual environments, appropriate to grade level, such as a virtual reality or simulations; 3.9s use technical writing strategies to create products such as	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
a technical instruction guide; 3.10s use subject matter foundation and enrichment curricula in the creation of products; 3.11s participate in electronic communities as a learner, initiator, and contributor; 3.12s complete tasks using technological collaboration such as sharing information through on-line communications; 3.13s use groupware, collaborative software, and productivity tools to create products; 3.14s use technology in self-directed activities to create products for and share products with defined audiences; 3.15s integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula; 3.16a design and implement procedures to track trends, set time lines, and review/ evaluate progress for continual improvement in process and product; and 3.17s resolve information conflicts and validate information through research and comparison of data from multiple sources.	
Standard IV All teachers communicate information in different formats and for diverse audiences.	
Teacher Knowledge: What All Teachers Know The beginning teacher knows and understands: 4.1k how to format digital information for appropriate and effective communication; 4.2k how to deliver a product electronically in a variety of media; and 4.3k how to evaluate communication in terms of both process and product.	
Application: What All Teachers Can Do The beginning teacher is able to: 4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences; 4.2s demonstrate the use of a variety of layouts in a database, including horizontal and vertical layouts, to communicate information appropriately; 4.3s create a variety of spreadsheet layouts containing descriptive labels and page settings; 4.4s demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to communicate effectively.	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
4.5s match the chart style to the data when creating and labeling charts; 4.6s publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, internet documents, and video; 4.7s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences; 4.8s use telecommunication tools, such as internet browsers, video conferencing, and distance learning, for publishing information; 4.9s design and implement procedures to track trends, set time lines, and review and evaluate products using technology tools such as database managers, daily/monthly planners, and project management tools; 4.10s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that process and product can be evaluated using established criteria or rubrics; 4.11s select representative products to be collected and stored in an electronic evaluation tool; and 4.12s evaluate products for relevance to the assignment or task.	
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.	
Teacher Knowledge: What All Teachers Know The beginning teacher knows and understands: 5.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations; 5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks; 5.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum; 5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts; 5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; 5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts; 5.7k how to evaluate the effectiveness of technology-based instruction; and 5.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
Application: What All Teachers Can Do The beginning teacher is able to: 5.1s plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups; 5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology; 5.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations; 5.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team; 5.5s provide adequate time for teaching the Technology Applications TEKS; 5.6s identify and use resources to keep current with technology education; 5.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks; 5.8s follow guidelines for the legal and ethical use of technology resources; 5.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS; 5.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; 5.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; 5.12s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries; 5.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication; 5.14s evaluate appropriately students' projects and portfolios using formal and 5.15s collect observable and measurable data to gauge student progress and adjust informal assessment methods; instruction in Technology Applications; 5.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications; 5.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology	Course Competencies 1-5; creation of a professional website; TK20 technology pre-assessment; TK20 technology post-assessment; Google Educator Level 1 certification test; Google Educator Level 2 certification test; COE-designed data literacy modules in D2L

Standards/Domains/ Competencies	Course Assessments
Applications; and 5.18s incorporate new strategies to improve classroom instruction in Technology	