

## Domain

### 4.2 Technology Integration Assessment 1 Help Document

For the Technical Integration Assessment 1, the goal is to demonstrate you can utilize the principals of the Fundamental Five (Power Zone, Frame the Lesson, Frequent, Small Group, Talk about the Lesson, Recognize and Reinforce, and Critical Writing), the Four Cs (Collaboration, Communication, Creativity [Problem Solving], and Critical Thinking), Bloom's Revised Taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluation, and Creating).

It is assumed you will be in the Power Zone, so Frame the Lesson.

**We will** demonstrate our understanding of the elements of the writing.

**I will** create a presentation explaining the five parts of writing (Planning, Drafting, Revising, Editing, and Publishing).

Write the Texas Essential Knowledge and Skill (TEKS) for your lesson.

For example:

§110.31. English Language Arts and Reading, English I

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

The instructor will introduce new technology tools, as a basis to explain what students can employ to complete the assignment. The goal here is for students to drive the learning process and not the instructor.

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**Assignment:** Working in groups of three, with Computer, iPad, or BYOD, students will work collaboratively to produce a presentation using video, digital presentation media (Animoto, Power Point, Prezi, etc), digital storyboard, comic strip, or develop a digitally uploaded document (i.e. wiki, Google Doc, etc), and demonstrate communication, (via text, social media, email, etc).

This lesson demonstrates the use of collaboration, communication, creativity, and critical thinking on the part of the students. In addition, it meets the SAMR model (Substitution). Originally, this knowledge was assessed via examination.