Molloy University
GRADUATE EDUCATION

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EDU 5900.25

Course Title: Integrating Educational Technology for NYSED Portrait of a Graduate

Course Description:

This course empowers educators to integrate technology into their teaching, aligned with the NYSED Portrait of a Graduate framework. Participants will explore digital tools and strategies that promote critical competencies like collaboration, critical thinking, adaptability, and wellness in K-12 students. Through hands-on projects and collaborative discussions, teachers will learn to design lessons and professional development sessions that enhance student-centered learning, foster global citizenship, and support emotional well-being. Graduates of this course will be equipped to lead technology integration in their schools, creating future-ready, inclusive classrooms that support the whole child.

3 credits

[Shared Vision]

The Molloy College Teacher Education faculty has derived its vision for the exemplary teacher from the College's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge
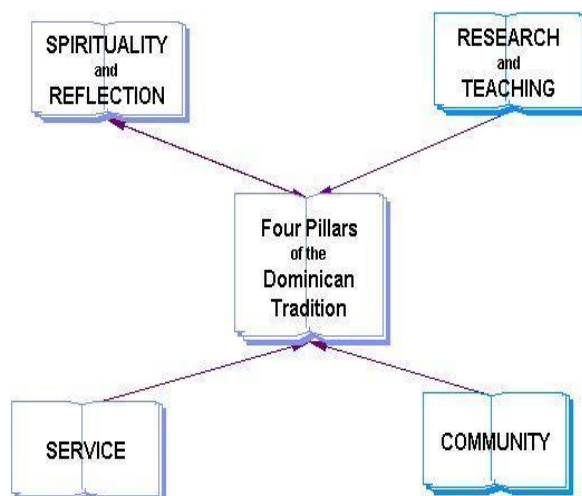
base which undergirds the initial and advanced programs' curriculum, pedagogy, and values

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn
Learner centered and value-centered curriculum and pedagogy
Ethics and spirituality
Intellectual curiosity
Independence and risk taking, while promoting collective identity and responsibility
Diversity, multiculturalism and pluralism, including divergent thinking
Passion for teaching
Commitment to students and their communities
Civic responsibility through the promotion of social justice and interdependence
Commitment to democracy

COURSE OBJECTIVES

STUDENT LEARNING OUTCOMES

Teacher candidates will be able to do the following:

1. Identify and apply digital tools that support NYSED Portrait of a Graduate competencies.

2. Design technology-integrated lessons that promote student-centered and inclusive learning.

3. Create strategies that foster collaboration, critical thinking, adaptability, and student wellness.

4. Develop professional development plans to support school-wide technology integration.

LEARNING COMMUNITY STRATEGIES

Throughout the course, opportunities for discussion, reflection, writing, and analysis will be required to help tie theory and research to situations in schools today.

SUGGESTED READINGS AND OTHER SELECT RESOURCES SUCH AS WEBSITES

1. **New York State Education Department.** (2024). *New York State Graduation Measures Initiative: A transformational vision*.
    This document outlines the NYSED's vision for redefining graduation requirements, emphasizing competencies such as critical thinking, cultural competence, and social-emotional skills.

2. **Education Development Center.** (2014). *Integrating technology with student-centered learning*.
    This report provides examples of how technology can be effectively integrated into student-centered learning environments, promoting personalization and real-world connections.

3. **Digital Promise.** (n.d.). *Powerful learning propelled by technology*.
    This resource discusses learner-centered instructional models that seamlessly integrate emerging technologies, enhancing engagement and understanding.

4. **Intel Corporation.** (2014). *Personalized learning: A guide for engaging students with technology*.
    This guide explores how digital tools can support personalized learning, allowing students to take ownership of their educational experiences.
5.

Grading Criteria:

Assignment 1: Portrait Competency Digital Tool Review

Description:
 Participants will select two NYSED Portrait of a Graduate competencies (e.g., critical thinking, collaboration, adaptability, wellness) and explore 2–3 digital tools that support these skills in the classroom. They will submit a 2-page review that includes tool descriptions, how each supports the selected competencies, and suggestions for classroom integration.
 Purpose: Supports Objective 1 (Identify and apply digital tools)

Assignment 2: Technology-Enhanced Lesson Plan Design

Description:
 Educators will design a full lesson plan for their grade level/content area that integrates technology to develop at least three competencies from the Portrait of a Graduate. The lesson must include learning objectives, activities, assessments, and digital resources. A short narrative (½–1 page) should explain how the lesson supports student-centered and inclusive learning.
 Purpose: Supports Objectives 2 & 3 (Design lessons that promote competencies and inclusion)

Assignment 3: Staff Professional Development Proposal

Description:
Participants will create a mini professional development session proposal (slides, outline, and brief script) to train colleagues on integrating tech in alignment with the NYSED Portrait. The session must focus on at least one digital tool and show how it supports whole-child development and future-ready skills.
Purpose: Supports Objective 4 (Develop PD for tech integration leadership)

Assignment 4: Final Project – Future-Ready Classroom Showcase

Description:
For the final project, teachers will create a multimedia presentation (video, website, or interactive slideshow) that showcases a classroom vision where technology supports Portrait of a Graduate competencies. This should highlight specific strategies, digital tools, and examples of student-centered, inclusive practices that promote wellness and global citizenship.
Purpose: Synthesizes all course objectives

academic integrity, plagiarism is prohibited at Molloy College. To prevent even the suggestion
of plagiarism, quotation marks must be used to indicate the exact words of another author.
Additionally, each time you paraphrase another author [*i.e.,* summarize a passage or rearrange
the order of a sentence and change some of the words], you will need to credit the source in your
text.

Adapted from Principle 6.22 of the *Publication Manual of the American Psychological Association* (6th ed.).

Attendance Policy:

Since the classroom experience consists of an exchange of ideas and discussion which cannot be repeated, students are expected to attend all classes punctually and regularly. Attendance and class participation represent 10% of a student's final grade in all graduate education courses. Students who are absent more than THREE times during the course of a semester will be assigned an Incomplete grade until the missed time and work is completed. It is the student's responsibility to contact the professor if there are any problems.

As stated in the Molloy College Catalogue:

The grade of "I" is earned in a course when the student has not completed all course requirements. It is a substitute grade given only with the approval of the instructor and Graduate Program Director at the specific request of the student prior to the end of the course. Approval is granted only when the student demonstrates circumstances beyond his/her control, which temporarily prevents completion of the course work. All incompletes must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor and the Director of the Graduate Program.

Any grade of "I" which is not converted to a letter grade within the time allotted, automatically becomes an "F."

Disabilities Statement

Candidates with documented disabilities who believe they may need accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office. The contact and telephone number is 323-3315.

E-MAIL Policy:

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

E-Portfolio Account:

All Molloy teacher candidates **must purchase an e-portfolio by registering in EDU 501E so that benchmarks** may be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

Information Literacy Statement

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Assignment 1: Portrait Competency Digital Tool Review (20%)

Description:
 Select two NYSED Portrait of a Graduate competencies (e.g., critical thinking, collaboration, adaptability, wellness) and explore 2–3 digital tools that support these skills in the classroom. Submit a 2-page review that includes tool

descriptions, how each supports the selected competencies, and suggestions for classroom integration.

Rubric:

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (1–2 pts)
Tool Relevance	2–3 tools clearly aligned to selected competencies	Tools mostly align to competencies	Tools not clearly connected to competencies
Description & Use	Clear explanation of each tool and how it's used	Mostly clear with minor details missing	Incomplete or unclear explanation
Classroom Integration	Strong, practical classroom suggestions provided	Some useful ideas, could be expanded	Limited or impractical suggestions
Reflection & Clarity	Well-organized, clear writing, free of major errors	Mostly clear, few writing issues	Disorganized or frequent errors

Assignment 2: Technology-Enhanced Lesson Plan Design (30%)

Description:
 Design a full lesson plan for your grade level/content area that integrates technology to develop at least three competencies from the Portrait of a Graduate. Include learning objectives, activities, assessments, and digital

resources. Provide a short narrative (½–1 page) explaining how the lesson supports student-centered and inclusive learning.

Rubric:

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (1–2 pts)
Competency Alignment	Integrates 3+ Portrait competencies clearly	Aligns with 2 competencies	Aligns with 1 or is unclear
Technology Integration	Thoughtful, purposeful use of tech tools	Tech integrated with some depth	Basic or disconnected tech use
Student-Centered Design	Promotes inclusion, collaboration, and engagement	Mostly student-focused	Teacher-directed or lacks engagement
Lesson Structure & Clarity	Clear, complete lesson components (objectives, activities, etc.)	Mostly complete with few gaps	Missing or unclear components

Assignment 3: Staff Professional Development Proposal (25%)

Description:
Create a mini professional development session proposal (slides, outline, and brief script) to train colleagues on integrating technology in alignment with the NYSED Portrait. Focus on at least one digital tool and demonstrate how it supports whole-child development and future-ready skills.

Rubric:

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (1–2 pts)
Focus & Purpose	Clear focus on tech integration and Portrait competencies	Purpose mostly clear, relevant to PD	Unfocused or unclear relevance
Session Design	Includes full outline, visuals, and delivery plan	Outline mostly complete, may need more detail	Outline unclear or missing elements
Tool & Strategy Connection	Strong connection to tools that support whole-child development	Tool connected to strategies with some explanation	Weak or vague connection
Professional Presentation	Organized, visually engaging, and clearly communicates ideas	Mostly clear and professional	Disorganized or difficult to follow

Assignment 4: Final Project – Future-Ready Classroom Showcase (25%)

Description:
Create a multimedia presentation (video, website, or interactive slideshow) that showcases a classroom vision where technology supports Portrait of a Graduate competencies. Highlight specific strategies, digital tools, and examples of student-centered, inclusive practices that promote wellness and global citizenship.

Rubric:

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (1–2 pts)
Vision & Innovation	Clear vision for a future-ready, inclusive, tech-integrated classroom	Vision present, may need elaboration	Vague or generic vision
Use of Multimedia	Multimedia enhances communication and creativity	Multimedia used with minor issues	Limited or ineffective use of media
Competency Focus	Highlights Portrait competencies and whole-child development	Some attention to competencies	Lacks focus on Portrait goals
Overall Presentation Quality	Engaging, clear, and well-organized	Mostly clear with some formatting issues	Unclear, rushed, or hard to follow