Program Report for the Preparation of Educational Technology Leaders
International Society for Technology in Education (ISTE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

09 / 15 / 2008

4. Report Preparer's Information:

Name of Preparer:

Thilla Sivakumaran

Phone: Ext.

(318) 342-1242

E-mail:

sivakumaran@ulm.edu

5. NCATE Coordinator's Information:

Name:

Sandi Lemoine

Phone: Ext.

(318) 342-1235

E-mail:

slemoine@ulm.edu

6. Name of institution's program

MEd in Educational Technology Leadership

7. NCATE Category

Technology Leadership

8. Grade levels for which candidates are being prepared

1-12

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Technology Leader Endorsement

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ISTE standards. (Response limited to 4,000 characters)

In 2005 the M.Ed. in Educational Technology Leadership was redesigned to align with institutional, state and national standards.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

See attachment "Field and Clinical Experiences MEd in Educational Technology Leadership P-12".

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

GENERAL REQUIREMENTS FOR ADMISSION TO THE GRADUATE SCHOOL
REGULAR STATUS. Applicants may be admitted to the Graduate School on regular status if they have earned a baccalaureate degree from a regionally accredited institution with a grade point average (GPA) of 2.5 on all undergraduate work pursued based on a 4.0 scale, have met undergraduate prerequisites for their major and minor fields, have met departmental admission requirements, and have submitted satisfactory GRE scores. The minimum requirements for regular status are ALL of the following: minimum GRE (verbal + quantitative) score of 750, minimum cumulative GPA of 2.5 (based on a 4.0 scale), and minimum formula score of 1875 (GPA * GRE).

CONDITIONAL STATUS. Applicants may be admitted on conditional status if they have undergraduate deficiencies and/or they are not qualified for admission to regular status because of their GPA and/or GRE scores. In the latter case, the minimum requirements for conditional status are ALL of the following: minimum cumulative GPA of 2.2 (based on a 4.0 scale) and minimum formula score of 1650 (cumulative GPA * GRE). For applicants who are admitted on conditional status because they did not meet GPA and/or GRE requirements for regular admission, the conditional status will be removed after the student earns a minimum of 12 semester hours of graduate credit at the University of Louisiana at Monroe with a 3.0 GPA and no grade lower than C. If these applicants fail to meet the requirements for removal of conditional status after earning 12 hours of graduate credit, they will be denied continuance in graduate courses.

PROGRAM ADMISSION (M.Ed. in Educational Technology Leadership, P-12): In addition to the University requirements for admission to the Graduate School at ULM, applicants for admission to the Master of Education in Educational Technology Leadership program must present a combined score of 1875 on a scale computed by multiplying the undergraduate grade-point average by the combined Graduate Record Examination Test score (Verbal plus Quantitative) in order to qualify for “Regular Status.’’ Students scoring between 1650 and 1875 (GRE X GPA) may be admitted on Conditional Status.’’ Candidates for admission will be required to furnish additional information to the Department of Educational Leadership and Counseling. Requested material must be on file before the applicant can be reviewed for admission.

RETENTION

To remain eligible for graduate school, a graduate student must maintain a 3.0 graduate GPA and no grade lower than C.

PROGRAM COMPLETION
Basic core requirements for Educational Technology Leadership: 24 semester hours including Educational Instructional Technology (EDIT) EDIT 525, EDIT 555, EDIT 625, EDIT 626, EDIT 627, EDIT 628, EDIT 680, and EDIT 683. Students enrolled in Educational Technology Leader P-12 track must hold a valid Type B Louisiana Teaching Certificate (which requires three years of teaching experience). Additional requirements include Educational Leadership (EDLE) EDLE 500, EDLE 505, EDLE 515, and CURR 518.
To fulfill the course requirements for a master's degree, the candidate shall present an average of not less than B on all graduate work pursued and all work in the major field, with no grade lower than C and not more than six semester hours of credit with a grade of C.

4. Description of the relationship [(1)] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(1): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[(2)]. (Response limited to 4,000 characters)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(2) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student

advisement sheet.)

MEd Educational Technology Leadership P-12 Degree Plan

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Field and Clinical Experiences MEd Educational Technology Leadership P-12

See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: MEd Educational Technology Leadership		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers(3)
2006-2007	4	0
2007-2008	13	2

(3) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Beutner, Michael
Highest Degree, Field, & University(4)	PH.D, Instructional Technology, Ohio University, Athens, OH
Assignment: Indicate the role of the faculty member(5)	Instructional Technology
Faculty Rank(6)	Associate Professor
Tenure Track	þ YES
	Director, Louisiana High School Technology Challenge (an annual online competition involving 56 high schools in Louisiana with participation of approximately 800 students). Evaluations by participants were extremely positive. Website/Software Developer for a unique University outreach program

Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	for thousands of children in Northeastern Louisiana. Content is educationally appropriate with multimedia-based activities. Site: http://ulm.edu/aceadventures/ Unique scholarly research in the integration of speech recognition technology applications for pronouncing Mandarin Chinese: Tao, L., Beutner, M., Bond, Z., (2006). Speech recognition technology in the instruction of Mandarin Chinese. Journal of the Chinese Language Teachers Association, 41:3, 57-89. The article summarizes much of the cutting-edge research I conducted in the use of speech recognition technology for Chinese language instruction. The article is jointly authored with two professors of Linguistics from Ohio University.
Teaching or other professional experience in P-12 schools[10]	Volunteered to conduct numerous in-service technology workshops at many schools. Abroad, taught hundreds of elementary school aged children in the Philippines (as a Peace Corps Volunteer) and in Taiwan as an instructor for a private language school. Taught thousands of students at the university level.

Faculty Member Name	Casey, Holly B.
Highest Degree, Field, & University[4]	EdD in Curriculum & Instruction (Instructional Technology cognate), University of Louisiana Monroe
Assignment: Indicate the role of the faculty member[5]	Faculty
Faculty Rank[6]	Associate Professor
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	Twelve peer-reviewed professional presentations in national, regional, and state venues (2004-2006)
Teaching or other professional experience in P-12 schools[10]	Louisiana Type A 047860 Certificate.; areas: English, Speech, Computer Literacy, Computer Science, Academically Gifted, & Supervision of Student Teaching

Faculty Member Name	Flowers-Gibson, Beverly
Highest Degree, Field, & University[4]	Ed.D. La Tech
Assignment: Indicate the role of the faculty member[5]	Associate Dean for Undergraduate Programs & Certification
Faculty Rank[6]	Associate Professor
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	TEACH Delta Region grant Co-PI Phi Delta Kappa ULM Chapter President & Foundation Rep A+PEL ULM student chapter faculty advisor Educators Showcase Co-Director
Teaching or other professional experience in P-12 schools[10]	18 years teaching experience in P-12 schools

Faculty Member Name	Gilbert, Rochelle

Highest Degree, Field, & University[4]	Ed. D. in Educational Leadership, ULM
Assignment: Indicate the role of the faculty member[5]	Faculty
Faculty Rank[6]	Assistant Professor
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	SCHOLARSHIP: When Accountability Knocks Will Anyone Answer (Madison Parish School District Program Review: a Look at NCLB/IDEA); Operation Clean SWEEP (System-Wide Educational Empowerment Program to increase student achievement in Madison Parish Schools); LEADERSHIP: Louisiana Association of School Administrators of Federally Assisted Programs (LASAFAP) Secretary 06; (LASAFAP) Treasurer 07; Louisiana Reading Association (LRA) ; Title I Special Interest Council President; Mid-South Delta Leaders; Administrator s Academy Coordinator/Presenter SERVICE: International Baccalaureate Program Coordinator; Law and Debate Team Coordinator; Drama Department Coordinator; Science and Mathematics on Planet Earth Liaison/Coordinator (SU); Head Start Advisory Committee; School Based Health Center Advisory Committee Member; NCATE Steering Committee Chair; NCATE Diversity; Member, University Equal Employment Opportunity Committee; Campus Advisor, Lambda Chapter Delta Sigma Theta
Teaching or other professional experience in P-12 schools[10]	Federal Programs Director, Madison Parish School District. Tallulah, LA (October 2005 August 2007) PK12 Director School Improvement, Madison Parish School District. Tallulah, LA (September 2002 September 2005) PK12 LINCS Content Leader/Mathematics Specialist, LaSIP Mathematics Monroe City School PK12 District. Monroe, LA (August 2001- August 2002) Site Coordinator/ Mathematics Specialist, The University of Louisiana at Monroe. Monroe, LA (July 1999 June 2001) -- PK8 Instructional Facilitator, LEAP Remediation Summer School Monroe City School District. Monroe, LA (June 2002 July 2002; May 2000 July 2000) 4th Instructional Consultant, Tensas Parish School District. Newellton, LA (August 1999 May 2000) - 6-8 Mathematics Specialist, Monroe City School District. Monroe, LA (August 1998 July 1999) PK6 President/Consultant, THERO Initiatives, LLC. Monroe, LA (December 1997 Present) PK16 Fourth Grade Teacher, Monroe City School District. Monroe, LA (Augu

Faculty Member Name	Holland, Glenda
Highest Degree, Field, & University[4]	Ed.D., Educational Administration, Texas A&M Commerce
Assignment: Indicate the role of the faculty member[5]	Faculty and associate dean
Faculty Rank[6]	Professor and Administrator
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	1. NCATE BOE member, 2. Chair of the Louisiana Education Consortium (LEC) Governing Board, which oversees doctoral programs in Educational Leadership and Curriculum and Instruction 3. Holland, G., Sanders, P., & Flowers-Gibson, B. (2007, February). Impact of adjunct/ part-time faculty on NCATE standards compliance. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, New York.
Teaching or other professional experience in P-12 schools[10]	Clinical supervision of educational leadership interns. Certified elementary ed. K-8 Math

Faculty Member Name	Rice, George
Highest Degree, Field, & University[4]	PhD in Educational Administration, The University of Mississippi
Assignment: Indicate the role of the faculty member[5]	Faculty, Educational Leadership
Faculty Rank[6]	Professor
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	Scholarship: In-depth inquiry into ISLLC Standards area of Dispositions and the relationship to Franklian Psychology s Noetic Dimension Leadership: Active member of the Monroe Little Theatre, In Kind External Evaluator and Staff Developer for the Vicksburg Good Shepard Community Center s Even Start Program Contributions: 1. Board Member and Chair of the Education and Credentialing Committee, Viktor Frankl International Institute of Logotherapy, 2. Evaluation of Madison Middle School s Instructional Program, 3. August 2005. Religion, education, and politics. Panel Discussion at the Oxford Roundtable, Oxford, England.
Teaching or other professional experience in P-12 schools[10]	Certification: Superintendent, Principal (Arkansas, Mississippi) Secondary English and Social Studies (Arkansas) Experiences: Grade Levels Pre K-12, All Disciplines. Provided Approximately 80 job-embedded technical support Professional Development Sessions to 31 different Pre K-12 schools.

Faculty Member Name	Sivakumaran, Thillainatarajan
Highest Degree, Field, & University[4]	Ph.D, Instructional Technology, University of Tennessee
Assignment: Indicate the role of the faculty member[5]	Assistant Dean, NCTM Coordinator, Secondary Ed. Professor
Faculty Rank[6]	Assistant Professor
Tenure Track	þ YES
Scholarship[7], Leadership in Professional Associations, and Service[8]:List up to 3 major contributions in the past 3 years[9]	Sivakumaran, T., Holland, G. (Awarded October 2006). E-Portfolios: Teaching with Emerging Technology (E-Portfolios: Teach Etech). ($81,110.20) Wilhelm, L., Puckett, K., Beisser, S., Merideth, E., Sivakumaran, T., Wishart, W., Lessons Learned from the Implementation of Electronic Portfolios at Three Universities. TechTrends, July/August, 2006. Sivakumaran, T., Holland, G., Schween, D., Boyd, M., Miles, D., (2007): Pre-Service Teachers Understanding of Standards-Based Assessment. MAKING AN IMPACT: Best Practices to Enhance Achievement, Assessment, and Accountability for P-12 Learning, Atlanta, GA.
Teaching or other professional experience in P-12 schools[10]	2000-2001 Fulton High School Knoxville, TN, Taught chemistry and physical science grades 9-12

(4) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(5) e.g., faculty, clinical supervisor, department chair, administrator
(6) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(7) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(8) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(9) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(10) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ISTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (11)	Type or Form of Assessment (12)	When the Assessment Is Administered (13)
Assessment #1: Program entry-level benchmark, or licensure tests or professional examinations of content knowledge (14)(required)	Admission Portfolio	Portfolio	Before Admission
Assessment #2: Assessment of content knowledge in the field of Educational Technology Leadership (required)	Content Knowledge Portfolio	Portfolio	EDIT 683
Assessment #3: Assessment that demonstrates candidates can collaborate effectively; plan, design, and model effective learning environments; and plan and implement professional experiences required of a technology leader (required)	School Technology Design Project	Project	EDIT 626
Assessment #4: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice(required)	Instructional Design & Development	Project	EDIT 555
Assessment #5: Assessment that demonstrates the candidate models,			

designs, and disseminates methods and strategies in technology that enhance student learning](required)	Multimedia Instructional Unit	Project	EDIT 625
Assessment #6: Assessment that demonstrates the candidate understands and can develop programs that address the social, legal and ethical issues related to technology within the district/region/state] (required)	Social, Legal and Ethical Technology Portfolio	Portfolio	EDIT 525
Assessment #7: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Technology Assessment Portfolio	Portfolio	EDIT 680
Assessment #8: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Technology Leader Design Project	Project	EDIT 627

(7) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(8) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(11)Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(12) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(13) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

(14)If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ISTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ISTE standards.

1. TL-I. Technology Operations and Concepts. Educational technology leaders demonstrate an advanced understanding of technology operations and concepts. Educational technology leaders:

A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Teachers).

	#1	#2	#3	#4	#5	#6	#7	#8
1. Identify and evaluate components needed for the continual growth of knowledge, skills, and understanding of concepts related to technology.	þ	þ	¢	¢	¢	¢	¢	¢
2. Offer a variety of professional development opportunities that facilitate the ongoing development of knowledge, skills, and understanding of concepts related to technology.	þ	þ	¢	¢	¢	¢	¢	¢

2. B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

	#1	#2	#3	#4	#5	#6	#7	#8	#5	#6	#7	#8
1. Offer a variety of professional development opportunities that facilitate the continued growth and development of the understanding of technology operations and concepts.	þ	þ	¢	¢	¢	¢	¢	¢	¢	¢	¢	¢

3. TL-II. Planning and Designing Learning Environments and Experiences. Educational Technology Leaders assist by planning, designing, and modeling effective learning environments ßand experiences supported by technology at the district/ state/ regional level. Educational Technology Leaders:

A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning.	¢	þ	þ	¢	¢	¢	¢	¢
2. Identify and evaluate methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning and coordinate dissemination of best practices at the district/state/regional level.	¢	þ	þ	¢	¢	¢	¢	¢
3. Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	¢	þ	þ	¢	¢	¢	¢	¢

4. B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.	¢	þ	þ	¢	¢	¢	¢	¢

5. C. Identify and locate technology resources and evaluate them for accuracy and suitability.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.	¢	þ	þ	¢	¢	¢	¢	¢
2. Provide ongoing appropriate professional development to disseminate the use of technology resources that reflect content standards.	¢	þ	þ	¢	¢	¢	¢	¢

6. D. Plan for the management of technology resources within the context of learning activities.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Identify and evaluate options for the management of technology resources within the context of learning activities.								

7. E. Plan strategies to manage student learning in a technology-enhanced environment.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Continually evaluate a variety of strategies to manage student learning in a technology-enhanced environment and disseminate through professional development activities.								

8. F. Identify and apply instructional design principles associated with the development of technology resources.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Identify and evaluate instructional design principles associated with the development of technology resources.								

9. TL-III. Teaching, Learning, and the Curriculum. Educational technology leaders model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning. Educational technology leaders will:

A. Facilitate technology-enhanced experiences that address content standards and student technology standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).								
2. Design methods for teaching concepts and skills that support integration of communication tools (refer to NETS for Students).								
3. Design methods and strategies for teaching concepts and skills that support integration of research tools (NETS refer to for Students).								
4. Design methods and model strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students).								
5. Design methods and model strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.								
6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.								
7. Design methods and model strategies for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.								

10. B. Use technology to support learner-centered strategies that address the diverse needs of students.

	#1	#2	#3	#4	#5	#6	#7	#8

1. Design methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.								

11. C. Apply technology to develop students' higher order skills and creativity.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design methods and model strategies for teaching hypermedia development, scripting, and/or computer programming, in a problem-solving context in the school environment.								

12. D. Manage student-learning activities in a technology-enhanced environment.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design methods and model classroom management strategies for teaching technology concepts and skills used in P-12 environments.								

13. E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Disseminate curricular methods and strategies that are aligned with district/region/state/national content and technology standards.								
2. Investigate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.								

14. TL-IV. Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. Educational technology leaders:

A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Facilitate the development of a variety of techniques to use technology to assess student learning of subject matter.								
2. Provide technology resources for assessment and evaluation of artifacts and data.								

15. B. Use technology resources to collect and analyze data, interpret, results, and communicate findings to improve instructional practice and maximize student learning.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Identify and procure technology resources to aid in analysis and interpretation of data.								

16. C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design strategies and methods for evaluating the effectiveness of technology resources for learning, communication, and productivity.								

2. Conduct a research project that includes evaluating the use of a specific technology in a P-12 environment.	○	●	○	○	○	○	●	○

17. TL-V. Productivity and Professional Practice. Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. Educational technology leaders:

A. Use technology resources to engage in ongoing professional development and lifelong learning.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design, prepare, and conduct professional development activities to present at the school/district level and at professional technology conferences to support ongoing professional growth related to technology.	◉	●	◉	●	◉	◉	◉	◉
2. Plan and implement policies that support district-wide professional growth opportunities for staff, faculty, and administrators.	○	●	○	●	○	○	○	○

18. B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Based on evaluations make recommendations for changes in professional practices regarding the use of technology in support of student learning.	◉	●	◉	●	◉	◉	◉	◉

19. C. Apply technology to increase productivity.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Model the integration of data from multiple software applications using advanced features of applications such as word processing, database, spreadsheet, communication, and other tools into a product.	◉	●	◉	●	◉	◉	◉	◉
2. Create multimedia presentations integrated with multiple types of data using advanced features of a presentation tool and model them to district staff using computer projection systems.	○	●	○	●	○	○	○	○
3. Document and assess field-based experiences and observations using specific-purpose electronic devices.	◉	●	◉	●	◉	◉	◉	◉
4. Use distance learning delivery systems to conduct and provide professional development opportunities for students, teachers, administrators, and staff.	○	●	○	●	○	○	○	○
5. Apply instructional design principles to develop and analyze substantive interactive multimedia computer-based instructional products.	◉	●	◉	●	◉	◉	◉	◉
6. Design and practice strategies for testing functions and evaluating technology use effectiveness of instructional products that were developed using multiple technology tools.	○	●	○	●	○	○	○	○
7. Analyze examples of emerging programming, authoring or problem solving environments that support personal and professional development, and make recommendations for integration at school/district level.	◉	●	◉	●	◉	◉	◉	◉
8. Analyze and modify the features and preferences of major operating systems and/or productivity tool programs when developing products to solve problems encountered with their operation and/or to enhance their capability.	○	●	○	●	○	○	○	○

20. D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Model and implement the use of telecommunications tools and resources to foster and support information sharing, remote information access, and communication between students, school staff, parents, and local community.								
2. Organize, coordinate, and participate in an online learning community related to the use of technology to support learning.								
3. Organize and coordinate online collaborative curricular projects with corresponding team activities/responsibilities to build bodies of knowledge around specific topics.								
4. Design, modify, maintain, and facilitate the development of Web pages and sites that support communication and information access between the entire school district and local/state/national/ international communities.								

21. TL-VI. Social, Ethical, and Human Issues. Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state. Educational technology leaders:

	#1	#2	#3	#4	#5	#6	#7	#8
1. Establish and communicate clear rules, policies, and procedures to support legal and ethical use of technologies at the district/ region/state levels.								
2. Implement a plan for documenting adherence to copyright laws.								

22. B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.								
2. Develop policies and provide professional development related to acquisition and use of appropriate adaptive/assistive hardware and software for students and teachers with special needs.								

23. C. Identify and use technology resources that affirm diversity.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Communicate research on best practices related to applying appropriate technology resources to affirm diversity and address cultural and language differences.								

24. D. Promote safe and healthy use of technology resources.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Communicate research and establish policies to promote safe and healthy use of technology.								

25. E. Facilitate equitable access to technology resources for all students.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Use research findings in establishing policy and implementation strategies to promote equitable access to technology resources for students and teachers.								

26. TL-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments. Educational technology leaders coordinate development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for P-12 schools. Educational technology leaders:

A. Use the school technology facilities and resources to implement classroom instruction.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Develop plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.								
2. Install local mass storage devices and media to store and retrieve information and resources.								
3. Prioritize issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts, and facilitate integration of technology infrastructure with the WAN.								
4. Manage software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.								
5. Evaluate methods of installation, maintenance, inventory, and management of software libraries.								
6. Develop and disseminate strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.								
7. Select network software packages used to operate a computer network system and/or local area network (LAN).								
8. Analyze needs for technology support personnel to manage school/district technology resources and maximize use by administrators, teachers, and students to improve student learning.								

27. B. Follow procedures and guidelines used in planning and purchasing technology resources.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Investigate purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.								
2. Develop and utilize guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.								
3. Develop and disseminate a system for analyzing and implementing procedures related to troubleshooting and preventive maintenance on technology infrastructure.								
4. Maintain and disseminate current information involving facilities planning issues and computer related technologies.								

5. Design and develop policies and procedures concerning staging, scheduling, and security for managing hardware, software, and related technologies in a variety of instructional and administrative school settings.								
6. Research and recommend systems and processes for implementation of distance and online learning facilities and infrastructure.								
7. Differentiate among specifications for purchasing technology systems in school settings.								

28. C. Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Implement technology professional development at the school/district level utilizing adult learning theory.								

29. TF-VIII. Leadership and Vision. Educational technology facilitators will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:

A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Communicate and apply principles and practices of educational research in educational technology.								

30. B. Apply strategies for and knowledge of issues related to managing the change process in schools.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Describe social and historical foundations of education and how they relate to the use of technology in schools.								

31. C. Apply effective group process skills.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Discuss issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.								

32. D. Lead in the development and evaluation of district technology planning and implementation.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Design and lead in the implementation of an effective group process related to technology leadership or planning.								
2. Use evaluation findings to recommend modifications in technology implementations.								
3. Use national, state, and local standards to develop curriculum plans for integrating technology in the school environment.								

4. Develop curriculum activities or performances that meet national, state, and local technology standards.								
5. Compare and evaluate district-level technology plans.								
6. Use strategic planning principles to lead and assist in the acquisition, implementation, and maintenance of technology resources.								
7. Plan, develop, and implement strategies and procedures for resource acquisition and management of technology-based systems including hardware and software.								

33. E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Participate in a significant field-based activity involving experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing change related to technology use in school-based settings.								

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:

(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. **#1 (Required) PREREQUISITE CONTENT KNOWLEDGE: Program Entry-level Benchmark. ISTE standards addressed in this entry include but are not limited to evidence of meeting prerequisite standards (NETS for Teachers[15] and Technology Facilitation[16]) and verification that the individual holds a basic teaching license (Standard TL-I).**

Note: If your state does require licensure tests or professional examination(s) in educational technology leadership, data from the state assessment must be presented to substantiate the candidate attainment of content knowledge, in lieu of the assessments noted in the previous paragraph. Assessment criteria and results of the professional entry assessment for demonstrating the Technology Leadership Candidate's readiness for the program (written, performance, or combination based on ISTE NETS for Teachers and ISTE Technology Facilitation Standards) must be provided.

Provide assessment information as outlined in the directions for Section IV.

Assessment 1

See **Attachments** panel below.

(15) Link to NETS for Teachers. (http://cnets.iste.org/teachers/t_stands.html)
(16) Link to Technology Facilitation standards. (http://cnets.iste.org/ncate/#standards)

2. **(Required)-PROGRAM CONTENT KNOWLEDGE: Assessment of content knowledge in the field of Educational Technology Leadership.**

Examples of assessments include comprehensive examinations, GPA minimum standards set by programs or university portfolio tasks, and field-based practicum experiences.[18](Standards I.-VIII)

Provide assessment information as outlined in the directions for Section IV.

Assessment 2

See **Attachments** panel below.

(17) NCATE will provide a link to a sample response for this requirement.
(18) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items.

In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Planning. Assessment that demonstrates Technology Leadership candidates can collaborate effectively with administrators, teachers, parent groups and other technology specialists; plan, design, and model effective learning environments; and plan and implement professional experiences required of a technology leader[(19)].

Examples of assessments may include the design and development of a sequence of professional development activities to prepare teachers to use Internet resources to improve student learning. Other examples of assessments may include the creation a technology plan that includes infrastructure procedures, hardware/software needs assessment surveys, analysis of data collected, development of a budget for creating the environment using the suggested hardware/software, and develop a multimedia presentation that would convey the results to the educational community. The assessment may also include the inventory of the school/district resources and comparison of this to the items in the "Essential Conditions of NETS for Administrators," research the actions that are needed to meet the "Essential Conditions of NETS for Administrators," and develop an on-line presentation that will inform the educational community. (Standards TL - II.A.1, II.A.2, II.A.3, II.B.1, II.C.1, II.C.2, II.D.1, II.E.1, II.F.1, VII.A.1, VII.A.2, VII.A.3, VII.A.4, VII.A.5, VII.A.6, VII.A.7, VII.A.8, VII.B.1, VII.B.2, VII.B.3, VII.B.4, VII.B.5, VII.B.6, VII.B.7, VII.C.1.) Results and criteria for assessment of such evidence must be provided.

Provide assessment information as outlined in the directions for Section IV.

Assessment 3

See **Attachments** panel below.

(19) NCATE will provide a link to a sample response for this requirement.

4. (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: APPLICATION. Assessment that demonstrates that the Technology Leadership candidates' knowledge, skills, and dispositions are applied effectively in practice.

Examples of assessments may include evidence of job-embedded practices that mirror the ISTE NETS for Administrators[(20)] Profiles for Technology Literate Administrators and of their application of technology resources to design, develop, and implement technology programs to improve and enhance their productivity and professional practice. (Standard TL- V.A.1, V.A.2, V.B.1, V.C.1, V.C.2 V.C.3 V.C.4 V.C.5, V.C.6, V.C.7, V.C.8, V.D.1, V.D.2, V.D.3, V.D.4)

Provide assessment information as outlined in the directions for Section IV.

Assessment 4

See **Attachments** panel below.

(20) Link to NETS for Administrators. (http://cnets.iste.org/administrators/a_esscond.html)

5. (Required) EFFECTS ON STUDENT LEARNING[(21)]: Assessment that demonstrates the

Technology Leadership candidate models, designs, and disseminates methods and strategies in technology that enhance student learning.

Examples of assessments may include the design, implementation, and evaluation of surveys, tests and work samples that support efforts to assure student proficiency in the NETS for Students Standards. Technology Leadership standards addressed with these assessments may include (Standards TL - III.A.1, III.A.2, III.A.3, III.A.4, III.A.5, III.A.6, III.A.7, III.B.1, III.C.1, III.D.1, III.E.1, III.E.2)

Provide assessment information as outlined in the directions for Section IV.

Assessment 5

See **Attachments** panel below.

(21) Effects on student learning includes the creation of environments that support student learning.

6. (Required) - PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessments and assessment instruments that demonstrate the Technology Leadership candidate understands and can develop programs that address the social, legal and ethical issues related to technology within the district/region/state.

Assessments may include examples and artifacts of acceptable use policies[(22)]; copyright[(23)] and fair use documents[(24)], and safety/security policies[(25)]. The Technology Leadership candidate must also including the dissemination and implementation plans for the school/district of these artifacts and examples. (Standards TL - VI.A.1, VI.A.2, VI.B.1, VI.B.2, VI.C.1, VI.D.1, VI.E.1)

Provide assessment information as outlined in the directions for Section IV.

Assessment 6

See **Attachments** panel below.

(22) An Acceptable Use Policy (AUP) is a written agreement in the form of guidelines, outlining the terms and conditions of technology use and rules of online behavior and access privileges.

(23)Copyright is a protection that covers published and unpublished literary, scientific and artistic works, whatever the forms of expression, provided such works are fixed in a tangible or material form. This means that if you can see it, hear it and/or touch it - it may be protected. If it is an essay, if it is a play, if it is a song, if it is a funky original dance move, if it is a photograph, HTML coding or a computer graphic that can be set on paper, recorded on tape or saved to a hard drive, it may be protected. Copyright laws grant the creator the exclusive right to reproduce, prepare derivative works, distribute, perform and display the work publicly. Exclusive means only the creator of such work, not anybody who has access to it and decides to grab it.

(24) Fair use or fair practice is utilization of a portion of a copyrighted work "as is" for purposes of parody, news reporting, research and education about such copyrighted work without the permission of the author. Use of copyrighted works, or portions thereof, for any other purpose is not deemed fair use.

(25)Safety policies address issues designed to protect users from injury, unacceptable content, unscrupulous scams, and individuals who would use the Internet to take advantage of children. Technology security issues address protecting the information stored on the computers, transmitting sensitive information privately, and protecting the equipment from power failures and surges.

7. (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment and assessment instruments that address how the candidate uses technology to plan and implement effective assessment and evaluation strategies.

Examples of assessments may include evidence of study by Technology Leadership candidates of the district and state assessment plans with criteria addressing such critical areas as: reference to the State Educational Technology assessment model, the related District Assessment Plan and how

it feeds into the State plan; participation of school administrators, teachers, and parents in the vision for the District assessment plan; how results from the school-level assessments, results from assessment of District professional development programs, and school level educational technology facilitator training, contribute to the District assessment program revision. Examples of assessments may include evaluations of field experiences, research projects, case studies, portfolio tasks, and follow-up studies. (Standard TL - IV.A.1, IV.A.2, IV.B.1, IV.C.1, IV.C.2)

Provide assessment information as outlined in the directions for Section IV.

Assessment 7

See **Attachments** panel below.

8. (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that addresses facilitation of a shared vision for integration of technology and how to foster an environment and culture conducive to the realization of the vision.

Examples of assessments may include evidence of study by Technology Leadership candidates of the district and school Technology Plans indicating criteria that addresses the State technology plan, the related school curriculum, and how the use of technology supports the educational and assessment plans for providing effective learning environments and resources for all students. Evidence of participation in contributions to the vision for, development and implementation of strategies for the technology plan by district and school administrators, teachers, and parents; how results from the assessments of the implementation contribute to district- and school-wide program revisions and ongoing program revitalization based on assessment results; i.e., evaluations of field experiences, case studies, portfolio tasks, or follow-up studies. (Standard TL - VIII.A.1, VIII.B.1, VIII.C.1, VIII.C.2, VIII.D.1, VIII.D.2, VIII.D.3, VIII.D.4, VIII.D.5, VIII.D.6, VIII.D.7, VIII.E.1)

Provide assessment information as outlined in the directions for Section IV.

Assessment 8

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

(Response limited to 12,000 characters)

Based on the analysis of Assessments 1-8, the following areas are being considered for future improvements to the program.

Content Knowledge
Preliminary analysis done after 2005-2006 academic year of data resulted in refinements in both the scoring rubrics and focus of several assessments and courses. Their was an admission portfolio was set up to determine our candidates previous technology knowledge. At the end of the program, the candidates had to again a content knowledge portfolio to demonstrate their ability in meeting the ISTE leader standards. In the admissions portfolio candidates had to meet NET's for teacher standards and ISTE standard 1. Our data shows that our candidates exceeded the pass rate of acceptable on both key assessment one and two. Our candidates also demonstrate knowledge of ISTE standards 2-8 by key assessments 3-8. With such a small sample size, we will continue to monitor the candidate data to make the needed changes to strengthen the program and key assessments.
Professional and Pedagogical Knowledge, Skill, and Dispositions
Throughout the process of data collection and analysis, the Education faculty has been careful to note the interaction between professional and pedagogical knowledge, skill, and dispositions. All candidates must design a technology project to implement at a surrounding school or school district. Therefore, every key assessment in our program is directly tied in with a surrounding school system. Using these assessments (3-8), the candidates demonstrate their pedagogical skills and dispositions. All candidates have scored a "2" (acceptable) or higher which proves they have gained pedagogical knowledge, heightened skills, and bettered their dispositions. We will continue to monitor the assessments over the coming years to continue to improve the assessments and make changes as we see needed.
Student Learning
In our program, we will continue to monitor the changes made in technology. As technology becomes more advanced, so will our assessments. As this more advanced technology becomes available, we will be able to integrate this into our programs to meet the changing needs of our candidates.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.