

# Preparation of Educational Technology Facilitators (Initial Endorsement) 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:

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### 6. Name of institution's program

MEd Curriculum and Instruction (specialization in Instructional Technology Facilitator)

**7. NCATE Category**

Technology Facilitator

**8. Grade levels for which candidates are being prepared**

K-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 Facilitator Endorsement, Teacher Leader

**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)**

The M.Ed. in Curriculum and Instruction (Technology Facilitator) is a new program developed in 2005 to align with institutional, state and national standards. In addition to meeting the ISTE standards, the program is also designed to address National Board for Professional Teaching 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. Curriculum and Instruction, Instructional Technology Facilitator".

### **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/GMAT 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 for M.Ed. in Curriculum and Instruction (Instructional Technology Facilitator)

In addition to the University requirements for admission, all applicants must present a combined score of 1875 on a scale which is found by multiplying their total undergraduate grade-point average by the combined Graduate Record Examination General 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."

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

A candidate for the M.Ed. in Curriculum and Instruction (Instructional Technology Facilitator) must hold a valid teacher's certificate in a field complimentary to graduate specialization issued by the Louisiana State Department of Education or its equivalent. A total of 36 semester hours must be earned for the degree. Successful candidates in this program also earn their endorsement for Teacher Leader. The requirements include 12 hours of Educational Instructional Technology (EDIT 525, 555, 625, and 626), 12 hours of Curriculum and Instruction (CURR 518, 523, 545, and 573), and 6 hours of Educational Leadership (EDLE 500 and 505). 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 <sup>(1)</sup> 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 <sup>(2)</sup>. (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 assessments 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.)**

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 Curriculum and Instruction, Instructional Technology Facilitator

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 Curriculum and Instruction, Instructional Technology Facilitator		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(3)</sup>
2006-2007	0	0
2007-2008	2	0

(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 <sup>(4)</sup>	PH.D, Instructional Technology, Ohio University, Athens, OH
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Instructional Technology
Faculty Rank <sup>(6)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in	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 for thousands of children in Northeastern Louisiana. Content is educationally appropriate with multimedia-based activities. Site:

Professional Associations, and Service <sup>(8)</sup> :List up to 3 major contributions in the past 3 years <sup>(9)</sup>	<a href="http://ulm.edu/aceadventures/">http://ulm.edu/aceadventures/</a> 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 <sup>(10)</sup>	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 <sup>(4)</sup>	EdD in Curriculum & Instruction (Instructional Technology cognate), University of Louisiana Monroe
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Faculty
Faculty Rank <sup>(6)</sup>	Associate Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> :List up to 3 major contributions in the past 3 years <sup>(9)</sup>	Twelve peer-reviewed professional presentations in national, regional, and state venues (2004-2006)
Teaching or other professional experience in P-12 schools <sup>(10)</sup>	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 <sup>(4)</sup>	Ed.D. La Tech
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Associate Dean for Undergraduate Programs & Certification
Faculty Rank <sup>(6)</sup>	Associate Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> :List up to 3 major contributions in the past 3 years <sup>(9)</sup>	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 <sup>(10)</sup>	18 years teaching experience in P-12 schools

Faculty Member Name	Gilbert, Rochelle
Highest Degree, Field, & University <sup>(4)</sup>	Ed. D. in Educational Leadership, ULM

Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Faculty
Faculty Rank <sup>(6)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> : List up to 3 major contributions in the past 3 years <sup>(9)</sup>	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 <sup>(10)</sup>	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 <sup>(4)</sup>	Ed.D., Educational Administration, Texas A&M Commerce
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Faculty and associate dean
Faculty Rank <sup>(6)</sup>	Professor and Administrator
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> : List up to 3 major contributions in the past 3 years <sup>(9)</sup>	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 <sup>(10)</sup>	Clinical supervision of educational leadership interns. Certified elementary ed. K-8 Math

Faculty Member Name	Rice, George
Highest Degree, Field, &	PhD in Educational Administration, The University of Mississippi

University <sup>(4)</sup>	
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Faculty, Educational Leadership
Faculty Rank <sup>(6)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> :List up to 3 major contributions in the past 3 years <sup>(9)</sup>	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 <sup>(10)</sup>	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	Schween, Dorothy C.
Highest Degree, Field, & University <sup>(4)</sup>	Ed.D. Curriculum and Instruction Louisiana Education Consortium
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	PK-16+ Coordinator
Faculty Rank <sup>(6)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> :List up to 3 major contributions in the past 3 years <sup>(9)</sup>	1. Development of Assessment, a three-part online interactive training module posted on the TeachLousiana website as an opportunity for Louisiana teachers to earn professional development credit. 2. Serving as ULM Faculty Senate President 2006-2007. 3. Three presentations accepted for AACTE 2007, one of which was: Schween, D., Sivakumaran, T., (2007): Digital Dilemma: Faculty Roles in Data Collection. Paper presented at the American Association for Colleges of Teacher Education (AACTE) New York, NY.
Teaching or other professional experience in P-12 schools <sup>(10)</sup>	18 Years in schools in Dallas, TX and Monroe, LA working with students with disabilities ages 3-16. One year as IEP Monitor for Monroe City Schools Office of Special Education Services

Faculty Member Name	Sivakumaran, Thillainatarajan
Highest Degree, Field, & University <sup>(4)</sup>	Ph.D, Instructional Technology, University of Tennessee
Assignment: Indicate the role of the faculty member <sup>(5)</sup>	Assistant Dean, NCTM Coordinator, Secondary Ed. Professor
Faculty Rank <sup>(6)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(7)</sup> , Leadership in Professional Associations, and Service <sup>(8)</sup> :List up to 3 major	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.,

contributions in the past 3 years <sup>(9)</sup>	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 <sup>(10)</sup>	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 (required) <sup>(14)</sup>	Admission Portfolio	Portfolio	Before Admission
Assessment #2: Assessment of content knowledge in the field of Educational Technology Facilitation (required)	Content Knowledge Portfolio	Portfolio	CURR 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)	Multimedia Instructional Unit	Project	EDIT 625
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)	Technology to Enhance Student Learning Portfolio	Portfolio	CURR 518
Assessment #6: Assessment that demonstrates that 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: Assessment that addresses how the candidate uses technology to plan and implement effective assessment and evaluation strategies (optional)	Technology Assessment Portfolio	Portfolio	CURR 573
Assessment #8: Assessment that demonstrates the candidate can			



developmentally appropriate curriculum units that use technology. Consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning. Assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.

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

**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

Assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.

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

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

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

1. Assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards. Model technology integration using resources that reflect content standards.

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

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

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

1. Provide teachers with options for the management of technology resources within the context of learning activities.

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

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

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

1. Provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies.

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

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

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

Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.

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

**9. TF-III. Teaching, Learning, and the Curriculum. Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:**

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

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

1. Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students). Use and apply major research findings and trends related to the use of

1	2	3	4	5	6	7	8



technology to improve learning and instruction through the evaluation and assessment of artifacts and data.

Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
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**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. Guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
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**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. Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity. Examine and apply the results of a research project that includes evaluating the use of a specific technology in a P-12 environment.

Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
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**17. TF-V. Productivity and Professional Practice. Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:**

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

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

1. Identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology. Disseminate information on district-wide policies for professional growth opportunities for staff, faculty, and administrators.

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

Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
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**19. C. Apply technology to increase productivity.**

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

1. Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional product. Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products. Demonstrate the use of specific-purpose electronic devices (such as graphing calculators, language translators, scientific probeware,

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1. Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
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**24. D. Promote safe and healthy use of technology resources.**

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

1. Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
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**25. E. Facilitate equitable access to technology resources for all students.**

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

1. Develop a summary of effective school policies and classroom management strategies for achieving equitable access to technology resources for students and teachers.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
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**26. TF-VII. Procedures, Policies, Planning and Budgeting for Technology Environments.**

**Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools. Educational technology facilitators:**

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

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

1. Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements. Use local mass storage devices and media to store and retrieve information and resources. Discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts. Model integration of 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. Utilize methods of installation, maintenance, inventory, and management of software libraries. Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings. Utilize network software packages used to operate a computer network system. Work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
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**27. B. Follow procedures and guidelines used in planning and purchasing technology resources.**

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

1. Identify instructional software to support and enhance the school curriculum and develop recommendations for purchase. Discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources. Discuss and apply procedures related to troubleshooting and preventive maintenance on technology infrastructure. Apply current information involving facilities planning issues and computer related technologies. Suggest policies and procedures concerning staging,	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
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scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings. Use distance and online learning facilities. Describe and identify recommended specifications for purchasing technology systems in school settings.

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**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. Support technology professional development at the building/school level utilizing adult learning theory.

☺	☹	☺	☺	☺	☺	☺	☺	☹
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**29. TF-VIII. Leadership and Vision. Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:**

**A. Utilize school technology facilities and resources to implement classroom instruction.**

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

1. Discuss and evaluate current research in educational technology.

☺	☹	☺	☺	☹	☺	☺	☺
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**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. Discuss the history of technology use in schools.

☺	☹	☺	☺	☹	☺	☺	☺
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**31. C. Apply effective group process skills.**

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

1. Discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.

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

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

1. Participate in cooperative group processes and identify the processes that were effective. Conduct an evaluation of a school technology environment. Identify and discuss national, state, and local standards for integrating technology in the school environment Describe curriculum activities or performances that meet national, state, and local technology standards. Discuss issues related to developing a school technology plan. Discuss the elements of and strategies for developing a technology strategic plan. Examine issues related to hardware and software acquisition and management.

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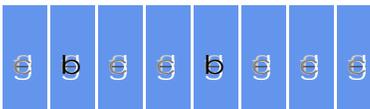
**33. E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.**

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

1. Examine components needed for effective field-based experiences in

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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 available.

**1. (Required)-PREREQUISITE CONTENT KNOWLEDGE: Program Entry-level. ISTE standards addressed in this entry include but are not limited to evidence of meeting prerequisite**

standards (NETS for Teachers<sup>(15)</sup> ) and verification that the individual holds a basic teaching license (Standard TF-I).

**Note: If your state does require licensure tests or professional examination(s) in educational technology, 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 Facilitation Candidate’s readiness for the program (written, performance, or combination based on ISTE NETS for Teachers) must be provided.**

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

Assessment 1
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See **Attachments** panel below.

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<sup>(15)</sup> Link to NETS for Teachers. ([http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html))

**2. (Required)-PROGRAM CONTENT KNOWLEDGE: Assessment of content knowledge in the field of Educational Technology Facilitation. Examples of assessments include but are not limited to comprehensive examinations, GPA minimum standards set by programs or university, portfolio tasks, and from field-based practicum experiences. (Standard I-VIII.)**

**Provide assessment information as outlined in the directions for Section IV.<sup>(16)</sup>**

Assessment 2
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See **Attachments** panel below.

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<sup>(16)</sup> A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case the assessment and scoring guide for the independent product should be presented.

**3. (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Planning. Assessments instruments and results demonstrate that Technology Facilitation candidates collaborate effectively with classroom teachers to plan, design, and model effective learning environments and plan with teachers for use of technology resources to enhance academic content standards-based student learning. Candidates demonstrate the professional responsibilities required of a technology facilitator<sup>(17)</sup>**  
**Examples of Technology Facilitation candidate assessments may include evaluation criteria (i.e., assignments, rubrics) related to technology budgeting at the school level; might include developing classroom and/or school-based educational technology plans; classroom/school-based telecomputing projects<sup>(18)</sup>, which could be combined with online discussions; web-based lessons; and/or webquests<sup>(19)</sup>. ISTE standards that could be addressed in this assessment include but are not limited to Standards 2, 5, 6, 7, and 8.**

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

Assessment 3
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See **Attachments** panel below.

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

(18) Telecomputing projects are Internet-enriched learning activities that often involve students in one location collaborating with students or adults in one or more other locations sharing: experiences, beliefs, data, information, problem-solving strategies, and products they have developed or the joint development of products. Telecomputing tools include e-mail, electronic mailing lists, electronic bulletin boards, discussion groups, Web browsers, real-time chatting, and audio- and videoconferencing.

(19) A webquest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the web.

([http://cnets.iste.org/teachers/t\\_book.html](http://cnets.iste.org/teachers/t_book.html) section 1: Using Model Strategies for Integrating Technology into Teaching - Webquest)

**4. (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: APPLICATION.** Assessment and assessment instruments that demonstrate candidates' knowledge, skills, and dispositions are applied effectively in practice<sup>(20)</sup>. Examples of assessment activities may include results of action research, and/or evaluation criteria and results from performance assessments, practicum experiences, staging of professional development activity for teachers, etc. ISTE standards that could be addressed in this assessment include Standards 2, 3, 4, 5, 6, 7, and 8.

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

Assessment 4
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See **Attachments** panel below.

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

**5. (Required) EFFECTS ON STUDENT LEARNING<sup>(21)</sup>:** Assessment instruments and results that demonstrate that the Technology Facilitation candidate can apply and implement curriculum plans including methods and strategies for teachers' use of technology to maximize student learning. Results indicate effect on student learning of candidate facilitation of teachers' use of technology in the classroom. Assessment should examine candidate impact on classroom practice in alignment with academic content standards and ISTE NETS for Teachers<sup>(22)</sup>. Examples of assessments include those based on student work samples, portfolio tasks, case studies, longitudinal studies, and. ISTE Technology Facilitation standards addressed with these assessments may include but are not limited to Standards 2, 3, 4, 5, 6, and 8.

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

Assessment 5
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See **Attachments** panel below.

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(21) Action research in education is research conducted by individuals or groups of colleagues in a school setting of the results of their school or classroom activities to improve education.

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

**6. (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: ASSESSING THE USE OF TECHNOLOGY.** Assessment instruments and assessment results demonstrating that technology facilitator candidates understand and can assist teachers in applying, legal, and ethical issues related to technology at the school level and make recommendations for improving student learning at the classroom and school level. Examples of assessments include evaluation criteria and results from field experiences, case studies, and portfolio tasks.

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

Assessment 6

See **Attachments** panel below.

**7. (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Additional assessment of institution’s choice that addresses how the Technology Facilitation candidate uses technology to implement effective assessment and evaluation strategies. Examples of assessments include evidence of study by Technology Facilitation candidates of the district and school assessment plans and criteria addressing such essential conditions as: reference the District or State technology assessment model, the related school assessment plan and how it feeds into the overall plan; participation of school administrator, teachers, and parents in the vision for the plan; how results from the individual and school assessments contribute to individual student learning plans and school wide program revision; the plan for ongoing program assessment and revitalization based on assessment results; comparisons of uses of technology by students and teachers based on TF assistance provided to teachers; use of technology case studies to indicate growth in use of technology over time or as a result of training and assistance; comparison of portfolio tasks over time, or follow-up studies. (Standard TF - 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. (Optional): PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment plan that contributes to development of a shared vision for integration of technology and its realization. Examples of assessments include evidence of study by Technology Facilitation candidates of essential conditions including: the district technology plan, the school technology plan, and how it feeds into the overall district plan; participation of school administrators, teachers, and parents in the vision for the school plan; how results of school assessments contribute to individual student learning plans and school wide program revision and revitalization; comparisons of uses of technology by students and teachers based on technology professional development and technical assistance provided to teachers; use of technology case studies to indicate growth in use of technology over time or as a result of training and assistance; comparison of portfolio tasks over time, or follow-up studies.

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) pedagogical and 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. An admission portfolio was set up to determine our candidates previous technology knowledge in which the candidates scored "2" (acceptable) or higher which shows they met the standards. There have been no candidates to complete the program, therefore there is no data to report for the final content knowledge portfolio. 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 the primary key assessment one. Our candidates will 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 will design a technology project to implement at a surrounding school or school district. Therefore, every key assessment in our program will be 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 on the assessments that have been taken (key assessments 5 and 7) 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.