

NATIONAL RECOGNITION REPORT

Preparation of Educational Technology Leaders (Initial Endorsement)

NCATE recognition of this program is dependent on the review of the program by representatives of the International Society for Technology in Education (ISTE).

COVER PAGE

Name of institution

University of Louisiana at Monroe

Date of review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Condition

Program Covered by this Review

MEd Curriculum and Instruction (specialization in Instructional Technology Facilitator) --Technology

Program Type

Advanced Teaching

Award or Degree Level

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

PART A - RECOGNITION DECISION

SPA Decision:

- Nationally recognized
- Nationally recognized with conditions

- jn Further development required **OR** Nationally recognized with probation [See Part G]
- jn Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comments:

Summary of Strengths:

The heavy emphasis on portfolio may well put this program on the leading edge of this approach to assessment throughout the program. If used wisely, this empowers learners by placing heavy emphasis on their taking individual responsibility to understand what constitutes an acceptable level of expertise, and then demonstrating to themselves and others that they have achieved this level (or, a higher level) of expertise. However, this strength of the program is also a major weakness. It does not appear that candidates are being given the specific instruction, self-assessment vehicles, and other aids to appropriately judge their own qualifications. This means, however, that there is great potential to build on the best ideas of project-based learning, portfolio assessment, and self assessment to build an outstanding and novel program.

PART B - STATUS OF MEETING SPA STANDARDS

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. Identify and evaluate components needed for the continual growth of knowledge, skills, and understanding of concepts related to technology.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Offer a variety of professional development opportunities that facilitate the ongoing development of knowledge, skills, and understanding of concepts related to technology.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Perhaps the weakest component of this program of study is the lack of clear identification of the Information and Communication Technology knowledge and skills that a candidate should have prior to

entry to the program and has developed by the end of the program. It is difficult to determine if candidates have met NETS for Teachers knowledge, skills, and dispositions prior to embarking on the Technology Leadership Program.

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

1. Offer a variety of professional development opportunities that facilitate the continued growth and development of the understanding of technology operations and concepts.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

The program information provided does not contain much information about what constitutes the frontiers or some of the major challenges of the field of ICT in education. Thus, for example, reviewers cannot tell if candidates are up to date on highly interactive intelligent computer-assisted learning, recent advances in networking, general hardware, and general software. It is not apparent if candidates are technically prepared to work comfortably in different operating system environments. Professional development opportunities should focus on these continued growth and understanding and use of evolving technologies.

TL-II. Planning and Designing Learning Environments and Experiences. Educational Technology Leaders assist by planning, designing, and modeling effective learning environments and 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. Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

2. Identify and evaluate methods and strategies for teaching technology concepts and skills within the context of classroom learning and coordinate dissemination of best practices at the district/state/regional level.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

The information provided is not sufficient to see that these criteria are being met. As a simple example, some (perhaps all) students might benefit from use of voice input systems and from being allowed to use ICT during a significant part of their assessment. Do the candidates learn about voice input systems, the various disabilities (such as dyslexia) in which a word processor and being assessed in environments using a word processor are appropriate and helpful? What about dysgraphia and various aids to doing math computations and procedures?

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

1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Provide evidence of candidates' familiarity with research on learning, examples of how such research is being implemented in the schools, or how past research in ICT in education has been implemented and has improved (or, failed to improve) education.

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

1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Provide ongoing appropriate professional development to disseminate the use of technology resources that reflect content standards.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

A well prepared user of the Web has developed a number of the skills of a research librarian. Relatively young children can use the Web to find information. However, they lack the maturity, knowledge, and skills to make higher-level uses of the capabilities of the Web. How about the candidates entering this program or graduating from it? Are they given specific instruction on library research knowledge and skills, and how to teach them to teachers and to PK-12 students? Do they have good understanding of how this virtual library is (or could be) changing the basic nature of education in each academic discipline?

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

1. Identify and evaluate options for the management of technology resources within the context of learning activities.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
|-----|---------------------|---------|

jⁿ

jⁿ

jⁿ

Comment:

Some (perhaps all) of the candidates have experience in working with students in a computer lab or in a one to one classroom environment of laptops. However, this is not explicit in the materials submitted.

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

1. Continually evaluate a variety of strategies to manage student learning in a technology-enhanced environment and disseminate through professional development activities.

Met Met with Conditions Not Met

jⁿ

jⁿ

jⁿ

Comment:

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

1. Identify and evaluate instructional design principles associated with the development of technology resources.

Met Met with Conditions Not Met

jⁿ

jⁿ

jⁿ

Comment:

It is not clear that candidates have good knowledge and skills in the range of resources that might be available to students in schools. What about the resources that some (lots) of the PK-12 students have available at home and other places outside of school? Where does the candidate learn about new resources such as electronic white boards and student response units?

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. Design methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).

Met Met with Conditions Not Met

jⁿ

jⁿ

jⁿ

2. Design methods for teaching concepts and skills that support integration of communication tools (refer to NETS for Students).

Met Met with Conditions Not Met

jⁿ

jⁿ

jⁿ

3. Design methods and strategies for teaching concepts and skills that support integration of research tools (NETS refer to for Students).

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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).

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

The nature of the assessments related to the above areas makes it difficult to tell if the candidates are increasing their depth of knowledge and skills, or if they are meeting standards. The project-based learning and portfolio assessment gives the candidates considerable leeway to make their own decisions as to what they actually do. That can be good. But that approach perhaps needs to be tempered with direct instruction over the topic areas of importance related to the standards.

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

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

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

This is another example where it is not possible to tell if the standard is being met by each candidate. Perhaps what is needed is a set of much more comprehensive rubrics that contain details of the content that candidates need to be learning.

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

1. Design methods and model strategies for teaching hypermedia development, scripting, and/or computer programming, in a problem-solving context in the school environment.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

There is little evidence that candidates are receiving specific instruction in higher-order thinking skills, problem solving, and roles of computers in representing and solving complex problems.

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

1. Design methods and model classroom management strategies for teaching technology concepts and skills used in P-12 environments.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

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

1. Disseminate curricular methods and strategies that are aligned with district/region/state/national content and technology standards.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Investigate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Here, as in many of the standards, there is insufficient evidence to know if the standard is being met. This comes from a lack of in depth description of the courses in the curriculum, the heavy emphasis on project-based learning, and rubrics that are far too general to be able to determine details of students gaining needed knowledge and skills.

SUMMARY RATING FOR STANDARD III

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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 tech.

1. Facilitate the development of a variety of techniques to use technology to assess student learning of subject matter.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Provide technology resources for assessment and evaluation of artifacts and data.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Candidates take a course related to these items. However, there is no information on details of what is covered, and no detail in the assessment. For example, one way to assess PK-12 students is by observation as students work at a computer. What does one look for, and how does one assess? Moving beyond one on one observation, how does one assess a whole class in a hands-on computer environment? How does one assess students making effective use of ICT to represent and solve challenging problems? How does one assess the Web-based research skills of the PK-12 students? The point is, as ICT is thoroughly integrated into the PK-12 curriculum, there is a large and challenging area of assessment that needs to accompany this innovation. The candidates need the knowledge, skills, and experience to provide leadership and staff development in this area. It is not clear that they are receiving sufficient instruction in this area.

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

1. Identify and procure technology resources to aid in analysis and interpretation of data.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Many master's degree programs in education require a course that teaches research methods, data gathering and analysis, use of statistical software, and so on. The evidence of such preparation is not apparent from the information provided.

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

1. Design strategies and methods for evaluating the effectiveness of technology resources for learning, communication, and productivity.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The assignment described in Key Assessment 7: Technology Assessment Portfolio (EDIT 680) does not focus on doing a research project.

SUMMARY RATING FOR STANDARD IV

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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. 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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Plan and implement policies that support district-wide professional growth opportunities for staff, faculty, and administrators.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The planning is occurring. It is not clear if implementation of this planning is occurring.

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

1. Based on evaluations make recommendations for changes in professional practices regarding the use of technology in support of student learning.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The implementation of this indicator applies to both working WITH Pk-12 students, AND reflecting on one's OWN practice. The candidate must be skillful and knowledgeable on current roles of technology in promoting P-12 student learning, and the candidates' own learning.

C. Apply technology to increase productivity.

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

3. Document and assess field-based experiences and observations using specific-purpose electronic devices.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

4. Use distance learning delivery systems to conduct and provide professional development opportunities for students, teachers, administrators, and staff.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

5. Apply instructional design principles to develop and analyze substantive interactive multimedia computer-based instructional products.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

6. Design and practice strategies for testing functions and evaluating technology use effectiveness of instructional products that were developed using multiple technology tools.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

All of the submitted evidence for the above 8 items seems to be credited to the same two courses. It is possible that these two courses cover all of the above items in adequate depth. However, there is no evidence to support the notion that this is actually occurring.

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

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Organize, coordinate, and participate in an online learning community related to the use of technology to support learning.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

3. Organize and coordinate online collaborative curricular projects with corresponding team activities/responsibilities to build bodies of knowledge around specific topics.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The evidence is inadequate to judge whether indicators 1-4 are met. Take item 4 as an example. Do the candidates create a Website that they maintain and use over an extended period of time? Is it merely a blog, which one can create from a template and learn to use in a few minutes? Is it merely a database driven Website that requires minimal computer knowledge to use? Or, are the candidates comfortable in working over the full range of the types of web environments that PK-12 students are working in and creating? More detail is necessary.

SUMMARY RATING FOR STANDARD V

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

TL-VI. 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. Model and teach legal and ethical practice related to technology use.

1. Establish and communicate clear rules, policies, and procedures to support legal and ethical use of technologies at the district/ region/state levels.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Implement a plan for document–ing adherence to copyright laws.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Candidates take a course that is quite specific to 1 and 2 above.

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

1. Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

These two items cover a large and complex area of study. While some of the topics may be touched on in a variety of the program's coursework, there is little indication that candidates develop the knowledge and skills to deal with the range of problems and challenges that come under the heading of "learners with diverse backgrounds, characteristics, and abilities." As a specific example, what about talented and gifted students? ICT can provide marvelous opportunities for such students.

C. Identify and use technology resources that affirm diversity.

1. Communicate research on best practices related to applying appropriate technology resources to affirm diversity and address cultural and language differences.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

It may be that this is covered in Key Assessment 6: Social, Legal and Ethical Technology Portfolio (EDIT 525). However, evidence is not provided.

D. Promote safe and healthy use of technology resources.

1. Communicate research and establish policies to promote and healthy use of technology.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Where do the candidates learn about addiction to computer games? Where do they learn about proper posture in using a computer and doing keyboarding?

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

1. Use research findings in establishing policy and implementation strategies to promote equitable access to technology resources for students and teachers.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

From the information and data provided, it is not possible to accurately evaluate the proposed program. This specific topic is relatively broad and challenging.

SUMMARY RATING FOR STANDARD VI

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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. Develop plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Install local mass storage devices and media to store and retrieve information and resources.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

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.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

5. Evaluate methods of installation, maintenance, inventory, and management of software libraries.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

6. Develop and disseminate strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

7. Select network software packages used to operate a computer network system and/or local area network (LAN).

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

Quite a bit of this section requires substantial knowledge about hardware, software, and complex pieces of software. The program of study appears to be quite weak in these areas. In terms of the proposal, Key Assessment 2: Content Knowledge Portfolio (EDIT 683) is listed as one of the pieces of evidence for each item given above. However, it is a capstone project in which the candidates provide portfolio evidence of their learning in each of the eight areas of the Standards. The responsibilities of a standard is crucial to a the technology leader of a district.

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

1. Investigate purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
|-----|---------------------|---------|

Comment:

It is not clear that candidates do a significant amount of implementation in this area.

SUMMARY RATING FOR STANDARD VII

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jñ | jñ | jñ |

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. 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. Communicate and apply principles and practices of educational research in educational technology.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jñ | jñ | jñ |

Comment:

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

1. Describe social and historical foundations of education and how they relate to the use of technology in schools.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jñ | jñ | jñ |

Comment:

Key Assessment 8: Technology Leader Design Project (EDIT 627) is listed as evidence of meeting this issue. However, there is no specific evidence that the topic is being covered.

C. Apply effective group process skills.

1. Discuss issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jñ | jñ | jñ |

Comment:

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

1. Design and lead in the implementation of an effective group process related to technology leadership or planning.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

2. Use evaluation findings to recommend modifications in technology implementations.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

3. Use national, state, and local standards to develop curriculum plans for integrating technology in the school environment.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

4. Develop curriculum activities or performances that meet national, state, and local technology standards.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

5. Compare and evaluate district-level technology plans.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

6. Use strategic planning principles to lead and assist in the acquisition, implementation, and maintenance of technology resources.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

7. Plan, develop, and implement strategies and procedures for resource acquisition and management of technology-based systems including hardware and software.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Key Assessment 8: Technology Leader Design Project (EDIT 627) is mostly related to all 7 items listed above. Since the main assignment in the class is a rather broad project, it is not clear what any specific candidate does or learns. The project appears to consist mainly of planning and does not seem to include implementation. Thus, it is weak in helping candidates gain experience in implementation.

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

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.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

SUMMARY RATING FOR STANDARD VIII

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content.

There is no evidence that candidates enter the program having met the prerequisite ISTE NETS for Teachers and Technology Facilitator standards. It is essential that these foundations are in place in order to build on that knowledge and skill for the Technology Leader preparation.

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

As noted through earlier parts of this evaluation, the candidates take a lot of coursework and do a lot of field experiences that are relevant to the ETL standards. What is missing is enough detail in the assessment evidence to assure the reader that the standards for knowledge, skills, and dispositions have been met.

C.3—Candidate effects on P-12 student learning.

Clearly, candidates make progress in being able to work with students and teachers. There is less evidence of their making progress that will significantly affect student learning or teacher performances.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report).

Most of the assessment seems to be via portfolios, using rubrics that are quite general. Thus, the overall assessment features of the program do not seem particularly conducive to providing information that leads to assurance that standards indicators are achieved by individual candidates in the program. Rubrics need to be enhanced to provide stronger evidence that standards indicators are being addressed.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program might include a study of strengths and limitations of portfolio assessment. The project-based orientation of some of the courses might place more emphasis on producing products,

performances, and presentations that can be shared, viewed and analyzed by the cohort, and perhaps be useful to future cohorts.

The program should consider augmentation of rubrics to provide more detailed assessment data based on standards indicators.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G - DECISIONS

Please select final decision:

- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY

/ /

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

Provide evidence that indicates to what degree candidates successfully:

I.A. meet NETS for Teachers prerequisites before embarking on TF & TL program requisites; explore/evaluate current and emerging technologies

I.B. plan and present professional development focused on use of evolving technologies; Identify best practices in teaching technology concepts and skills at district level identify strategies for identifying and disseminating resources to support diverse needs of learners including adaptive and assistive technologies.

II.B. apply research on learning, implementation in schools

II.D& F. gain experiences teaching with technology in a variety of environments with both teachers and students (i.e., teachers and students in lab; 1 computer classroom; several computers in classroom; small group setting; one-to-one in classroom/in lab; with interactive white board, etc.) It is not clear that candidates have good knowledge and skills in the range of resources that might be available to students in schools.

III.A.3, 4, & 7 design/model strategies for applying research tools (teachers and students); problem-solving/decision-making tools; distance learning systems/strategies; and web-based and non-web-based authoring tools.

III.B.C.D.E. integrate technology resources to support needs of diverse learners (adaptive and assistive technology/applications that require higher-order thinking skills and problem solving; and roles of computers in representing and solving complex problems.) More detailed indicators would provide a clearer picture of how candidates are performing in these areas.

IV. demonstrate knowledge and understanding of research methods, data gathering and analysis, use of statistical software.

V.A.1&2. document implementation (for example: sign-in sheet (attendees) & summary of evaluation sheets); B. WITH Pk-12 students, AND reflect on their OWN practice. Provide evidence for both. C. evidence of in-depth study D. describe indicators D.1-4. More detail is necessary.

VI. B.1&2. develop the knowledge and skills to deal with the range of problems and challenges that come under the heading of "learners with diverse backgrounds, characteristics, and abilities. There is little evidence that candidates develop these knowledge and skills.

VI.C. This may be covered in Assessment 6: Social, Ethical, & Legal Technology Portfolio (EDIT 525). However evidence is not provided.

VI.D. Not addressed. VI.E. From the information and data provided, it is not possible to accurately evaluate the proposed program.

VII.A. provide additional substantial knowledge about hardware, software and complex software.

VII.B. provide technical knowledge and experience necessary

VII.C. It is not clear that candidates do a significant amount of implementation in this area.

VIII.B address social and historical foundations and use of technology in schools.

VIII.D. plan AND implement

Please click "Next"

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