NATIONAL RECOGNITION REPORT ON
Preparation of Technology Facilitation Teachers
(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 Facilitator

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

Decision:

- ◌ Nationally recognized

- j͡n Nationally recognized with conditions
- j͡n Further development required **OR** Nationally recognized with probation [See Part G]
- j͡n 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:

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

Comment:

Summary of Strengths:

The program of study requires extensive coursework and field experience over a broad range of topics relevant to being an educational technology facilitator.

PART B - STATUS OF MEETING SPA STANDARDS

TF-I. Technology Operations and Concepts. Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:

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

1. **Assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans.**
2. **Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.**

Met	Met with Conditions	Not Met
j͡n	j͡n	j͡n

Comment:

The admission process for this program does not include any specific previous Information and Communication Technology (ICT) coursework, and it does not require any type of hands-on assessment of candidates. Thus, little evidence is provided as to whether a candidate actually meets the ISTE NETS standards for students completing the 12th grade or requirements in the ISTE NETS for Teachers. (Note that NETS for Students is mentioned in the Portfolio Criteria for the Admission Portfolio.) Provide more detail on the Admission Portfolio as to how candidate prerequisite skills are assessed.

Assisting other teachers in their development in Technology Operations and Concepts is not addressed.

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

1. **Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

The program of study provides many and varied opportunities for candidates to learn. However, it is not clear that the candidates have appropriate feedback on the quality of their learning. This is particularly true in any of the areas that are specific to technical expertise in hardware, systems software,applications software, and networking. In all of these areas, a major measure of expertise is to actually perform in a hands-on and challenging environment.

SUMMARY RATING FOR STANDARD I

Met   Met with Conditions   Not Met

jn   jn   jn

TF-II. Planning and Designing Learning Environments and Experiences. Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology facilitators:

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

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

The program of study provides opportunities for candidates to gain knowledge and experience in these areas. However, the information provided to reviewers is insufficient to determine the level of knowledge and skills being taught or depth of understanding that results from this instruction.

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

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

What current ICT-related research on teaching and learning do the ETF candidates focus on and what are they learning? It would be helpful to have some indication of the depth and breadth of this research-based knowledge and in what ways the candidates demonstrate that knowledge in practice.

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

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Here is a typical ETF challenge. A teacher says, "I am trying to teach --- and I want to make use of computer technology to better help my students meet the state standards in this area. Please help me." This is a major challenge that ETF's need to become skilled in meeting. What are the resources the candidates learn about? What experience are they gaining in making use of these resources? How does the ETF deal with such questions that are far outside his or her subject matter areas of knowledge? TF Candidates must assist teachers in locating hardware, software, and web resources that specifically address content standards.

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

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

How does the program assess ways that candidates help teachers to make effective use of technology to support learning?... to make effective use of a lab that students visit once or twice a week?... to teach students to write using a computer and to retrieve information using a computer when resources are

severely limited?
It is not clear that management issues for the learning context such as these are being taught/assessed.

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

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.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

This is a teaching challenge that can be met through through a combination of drawing upon the literature and by having lots of classroom experience in environments where and how computers are used. The field experience parts of the program are likely quite good in addressing this indicator.

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

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Design is emphasized in the coursework, with special emphasis in a design course.

SUMMARY RATING FOR STANDARD II

Met   Met with Conditions   Not Met

jn   jn   jn

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. **Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).**
2. **Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.**
3. **Use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).**
4. **Use methods and strategies for teaching concepts and skills that support integration of**

problem solving/ decision-making tools (refer to NETS for Students).
5. **Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.**
6. **Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.**
7. **Use methods 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

jn   jn   jn

Comment:

It is not clear that candidates have experienced or are well-versed in experience with or use of distance learning. Without involvement/experience in at least the most common forms of computer-based distance learning used in schools, the candidate is is left with the challenge of helping teachers learn to use these resources without having used them in the real world themselves.
Item 7 has similar difficulties. It is a major challenge to develop the ICT knowledge and skills to do Web authoring that produces reasonably good quality materials. Provide more specific evidence of candidate knowledge and skills and experience in these areas.

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

1. **Use 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

jn   jn   jn

Comment:

It is difficult to tell from the data and information provided if this standard indicator is being addressed. Provide data and explanation that indicates how candidates perform on planning for and applying technology to strategically address a variety of student learning needs (based on Individualized Education Plan); and their performance on planning for and use of assistive and adaptive technologies to support a variety of student learning needs.

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

1. **Use methods and facilitate strategies for teaching problem solving principles and skills using technology resources.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

One of the most important aspects of ICT in education is that computers can solve and/or help solve challenging problems in each discipline. In many situations, computers and human brains working together can do higher-order thinking and problem solving that are well beyond what a person alone or a computer alone can do. Thus, a key part of the ETF program of study should be learning about the capabilities and limitations of ICT as an aid to representing and solving problems. The proposed program seems quite weak in this area. The article, Two Brains are Better than One (http://iaepedia.org/Two_Brains_Are_Better_Than_One) might be a good starting point.

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

1. **Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.**

Met   Met with Conditions   Not Met

ⁿ   ⁿ   ⁿ

Comment:

The candidate's progress in this area depends both on previous teaching experience and in the quality of the field experiences. Thus, it is difficult to know if Standard D is being well met by all of the candidates.

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

1. **Describe and identify curricular methods and strategies that are aligned with district/region/state/national content and technology standards.**
2. **Use 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

ⁿ   ⁿ   ⁿ

Comment:

It seems clear that candidates make progress in these areas. The nature and extent of this progress would be clearer if the assessment being used contained a more comprehensive and detailed list of what candidates are learning and are being expected to do.

SUMMARY RATING FOR STANDARD III

Met   Met with Conditions   Not Met

ⁿ   ⁿ   ⁿ

TF-IV. Assessment and Evaluation. Educational Technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:

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

1. **Model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques.**
2. **Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data.**

Met   Met with Conditions   Not Met

jn   jn   jn

   Comment:

Key Assessment 7: Technology Assessment Portfolio (CURR 573). Describing the course: "Candidates will create an assessment portfolio in which they will demonstrate how they use technology to assess technology availability and use in their classroom and school to improve student learning. They will also demonstrate how they use technology to assess their student learning and how they use technology to aggregate the data and make improvements. "
There is no way to tell from this description what research methods candidates learn or how they use the research methods in their field-based project.

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

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.**

Met   Met with Conditions   Not Met

jn   jn   jn

   Comment:

It is not possible to tell from the CURR 573 course description and assessment whether the course provides any instruction in this specific area or whether candidates actually implement their learning in this (possible) aspect of the course.

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

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

Met   Met with Conditions   Not Met

j\n   j\n   j\n

Comment:

> The required course Instructional Design & Development (EDIT 555) relates to the above items. There is little indication that the second of the two items is met. Evidently candidates create a professional development program for faculty, but do not implement it. Thus, it may be that the first of the two items is not met.

SUMMARY RATING FOR STANDARD IV

Met   Met with Conditions   Not Met

j\n   j\n   j\n

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

Met   Met with Conditions   Not Met

j\n   j\n   j\n

Comment:

>

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

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

Met   Met with Conditions   Not Met

j\n   j\n   j\n

Comment:

> The portfolio evaluation used in a number of the courses could well be facilitating the desired level of self assessment and reflection. However, there is insufficient information provided to know if this is the case.

C. Apply technology to increase productivity.

1. **Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.**
2. **Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products.**
3. **Demonstrate the use of specific-purpose electronic devices (such as graphing calculators, language translators, scientific probeware, or electronic thesaurus) in content areas.**
4. **Use a variety of distance learning systems and use at least one to support personal and professional development.**
5. **Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.**
6. **Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.**
7. **Use examples of emerging programming, authoring, or problem solving environments that support personal and professional development.**
8. **Set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in P-12 schools.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Some of the items listed above are met with conditions, and some are not met. The ICT technical preparation of the candidates makes it unlikely that the conditions in items 1, 3, 6, 7, and 8 are met.

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

1. **Model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning.**
2. **Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and web browsers.**
3. **Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.**
4. **Design and maintain Web pages and sites that support communication between the school and community.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

The evidence to support these four criteria is weak. It is not clear that either 3 or 4 is met. As a general comment, in a great many cases this proposal seems to lack the detail needed to tell if the criteria are being met.

SUMMARY RATING FOR STANDARD V

Met	Met with Conditions	Not Met
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TF-VI. Social, Ethical, Legal, and Human Issues. Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:

A. Model and teach legal and ethical practice related to technology use.

1. **Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.**
2. **Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.**

Met	Met with Conditions	Not Met
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Comment:

The course EDIT 525 Social, Legal and Ethical Technology Portfolio seems to address these items.

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

1. **Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.**
2. **Identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.**

Met	Met with Conditions	Not Met
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Comment:

Little evidence is provided to suggest these criteria are being met.

C. Identify and use technology resources that affirm diversity.

1. **Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.**

Met	Met with Conditions	Not Met
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Comment:

More detail is needed in course descriptions, assessments, and the rubrics of the assessments to tell if this item is being met.

D. Promote safe and healthy use of technology resources.

1. **Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

There appear to be a number of topics such as addiction to computer games and proper posture and keyboarding to avoid carpel tunnel syndrome that are not covered in the curriculum.

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

1. **Develop a summary of effective school policies and classroom management strategies for achieving equitable access to technology resources for students and teachers.**

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Evidence in this area is weak.

SUMMARY RATING FOR STANDARD VI

Met   Met with Conditions   Not Met

jn   jn   jn

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. **Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.**
2. **Use local mass storage devices and media to store and retrieve information and resources.**
3. **Discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.**
4. **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.
5. Utilize methods of installation, maintenance, inventory, and management of software libraries.
6. Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.
7. Utilize network software packages used to operate a computer network system.
8. Work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.

Met   Met with Conditions   Not Met

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Comment:

The program of study includes a substantial amount of field work. It is not possible to tell if this field work adequately covers the eight items listed above.

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

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

Met   Met with Conditions   Not Met

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Comment:

It appears that some of the items listed above are not met while others are probably met. More detail is needed.

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

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

Met   Met with Conditions   Not Met

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Comment:

SUMMARY RATING FOR STANDARD VII

Met	Met with Conditions	Not Met
jn	jn	jn

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. Discuss and evaluate current research in educational technology.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

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

1. Discuss the history of technology use in schools.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

There is little indication that candidates study, analyze, and discuss this history.

C. Apply effective group process skills.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Inadequate evidence in this area.

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

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

Met	Met with Conditions	Not Met
⊝	⊝	⊝

Comment:

SUMMARY RATING FOR STANDARD VIII

Met	Met with Conditions	Not Met
⊝	⊝	⊝

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program content seems weak in the areas of hardware, systems software, networking software, applications software, roles of computers in problem solving, and overall change processes in education. As noted throughout the previous section of this review, the evidence is weak in many areas.

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

Candidates take substantial coursework in these area and have substantial field work in these areas. It is clear that they gain valuable knowledge and skills.

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

Candidates will be substantially better prepared than the average classroom teacher to effect P-12 student learning either directly in the classroom or via working with classroom teachers.

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)

The various courses make substantial use of portfolio assessment. The rubrics being used are rather general. Thus, it is not possible for a reviewer to know the nature of the feedback being provided to candidates or the results of this feedback.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Portfolio assessment is a well established tool in assessment and evaluation. However, a broader range of assessment methodologies need to be used to more clearly indicate candidate's knowledge of content, pedagogy, and especially K-12 student learning. The rubrics used are very general, and do not supply adequate results regarding the wide range of ICT technical knowledge, skills, and dispositions that a candidate might be gaining. These might best be assessed and evaluated in a variety of ways -- or with more detailed rubric 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
02	01	2011

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

09 / 15 / 2010

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.

I.A Program Admission requirements are relatively low. General eligibility/technology-related requirements (NETS for Teachers) should be ensured prior to full admission to the program. I.B. Strengthen evidence of candidate understanding and use of computers in problem solving (and computational thinking). Include evidence of candidate knowledge of Information and Communication Technology (ICT) in education, and possible future of this area. Provide candidates feedback on the quality of their learning in areas specific to technical expertise in hardware, systems, applications software, and networking based on actual performance in a hands-on and challenging environment.
II. Provide evidence of skills met, technology-based resources candidates apply, experiences with variety of web-based resources, and how to deal with the variety of subject areas addressed by a school Technology Facilitator. Submit evidence that TF Candidates provide professional development or tutoring and assistance to teachers in locating hardware, software, and web resources; and demonstrate teaching strategies that specifically apply these resources to meet student content standards in the subject area being addressed.
III.A Provide evidence that candidates know ways to manage learning with a variety of hardware configurations commonly used in schools to support student learning in different ways/different time frames (lab setting; classroom - small groups with one computer; laptops for one-to-one computing; pairs with laptops; taking advantage of students with home computers; distance learning resources.)
III.B. Provide data and explanation indicating how candidates perform on planning for and applying technology to strategically address a variety of student learning needs; and their performance on planning for and use of assistive and adaptive technologies to support a variety of student learning needs. III.C Include learning about the capabilities and limitations of ICT as an aid to representing and solving problems. The program seems weak in this area.
IV. Describe research methods candidates learn and how they are used in their field-based project. (See comments, Standard IV.)
V.C. Additionally address items 1,3,6,7, and 8 (these do not seem to be addressed).
VI. A-D Provide evidence, performance criteria, and results indicating that candidates have adequate knowledge to assist teachers in addressing social, ethical, legal, and human issues related to use of technology in the classroom. VII. Address A1-8 and B-17 -- some are addressed, others not.
VII. Procedures, Policies, Planning and Budgeting for Technology Environments. Address all items A1-8 & B1-7.
VIII. History/implications not addressed; No evidence of candidates' study of or participation in an existing school/community partnership program; nor development of a detailed rationale/process to promote a new school/university alliance around use of technology for learning.

Please click "Next"

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