

Dutta, Lakshmi

From: Elliot Slotnick [slotnick.1@gradsch.ohio-state.edu]
Sent: Thursday, January 03, 2008 11:37 AM
To: Elliot Slotnick; Rick Voithofer; Sandy Stroot
Cc: Dutta, Lakshmi; Smith, Randy; Dena Myers
Subject: RE:

Hi Randy,

I've been in and out of the office for several weeks and may have lost sight of this matter. Will you be dealing with it in CAA or need we do anything with it? Given the information below, I suspect that it should just be reviewed by CAA.

Best,
elliot

From: Elliot Slotnick
Sent: Thursday, November 29, 2007 11:40 AM
To: Rick Voithofer; Sandy Stroot
Cc: Lakshmi Dutta; Smith, Randy; Dena Myers
Subject: RE:

Thanks, Rick—and Sandy in your subsequent e-mail. This really helps to clarify what we were dealing with.

Randy, given that the Endorsement, per se, can be a stand-alone Graduate Non-Degree (or Continuing Ed) “thing” and that graduate enrollment appears to be an independent possibility, do you want this reviewed through here or should it go straight to CAA?

Thanks,
e

From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
Sent: Wednesday, November 28, 2007 5:33 PM
To: Elliot Slotnick; Sandy Stroot
Cc: Lakshmi Dutta; Smith, Randy; Dena Myers
Subject: Re:

Dear Elliot,

I also wonder if it is necessary for this to be reviewed by the graduate school. The endorsement is a state credential that is earned by a teacher who already holds a state of Ohio teaching certificate. You are correct in your assessment that students would not need to be formally enrolled in a graduate program in order to complete the endorsement. If they wished to earn an MA degree while getting the endorsement then they would need to apply to the graduate program (meeting all grad school requirements) and fulfill the requirements for both the endorsement and the degree. There would be some overlap between the two. Most students, however, would be grad non-degree or continuing education students.

This would be the third endorsement offered by the college. The first two are endorsements in reading

<http://ehe.osu.edu/edtl/academics/endorsements/reading/>

And Teaching English to Speakers of Other Languages

<http://ehe.osu.edu/edtl/pdfs/tesol-endorsement.pdf>

I hope this helps clarify your questions.

Sincerely,

Rick

On 11/26/07 4:09 PM, "Elliot Slotnick" <slotnick.1@gradsch.ohio-state.edu> wrote:

Dear Sandy and Rick,

As you may know, your proposal for the approval of a new "Computer/Technology Endorsement" was forwarded by the Council on Academic Affairs (CAA) for Graduate School level review prior to eventual review by CAA. Our curriculum review committee began a discussion of the proposal earlier today and we are looking to you for guidance on what, exactly, such an Endorsement "is" and how it tracks with graduate programs and their offerings. At bottom, our committee had a number of preliminary questions that they needed the answers to prior to any attempt at a true substantive review of the proposal. Primary among them, as you will see, was ascertaining whether such an "Endorsement" rose to a level of a curriculum "offering" necessitating Graduate School review.

It appeared to the Committee that the Endorsement was a formal mechanism for "credentialing" teachers in the Technology area so that they met both international and Ohio standards to be recognized as having particular expertise in this area. With a credit hour requirement well short of a degree, per se, the curriculum resembled, in the committee's view, the kind of course concentration that, in some programs, has led to the proposal to create program Graduate Specializations that were recognized through transcript designations authorized by the Graduate School. While this Endorsement would appear to be externally validated it seemed, in kind, that it was much like our Graduate Specializations which are tied to a student's degree program. Is this a reasonable comparison?

Who are the students who would be seeking such an Endorsement? Reference is made in the proposal that one could count these hours towards the completion of a Master's degree. Are all students pursuing the Endorsement enrolled in some degree granting program? To some on our committee it appeared that an Endorsement student might be a "free standing" course taker, not tied to a graduate program per se. If that is, indeed, the case, that raises the concern of whether our review is necessary. That is, such students would be Graduate Non-Degree or Continuing Education students and, in the absence of the Endorsement being tied to degree seeking, a question is raised about our involvement.

As you can see, we're a bit at sea on the nature of this proposal and how it should be handled. Any help that you can offer by way of clarification and elaboration would be much appreciated and helpful I sorting out what the curriculum vetting role is and should be in viewing this proposal Thanks, in advance, for any clarifying information that you can offer.

Best,
elliot

Elliot E. Slotnick
Associate Dean

+-----+

Rick Voithofer, Ph.D.
Associate Professor
Social and Cultural Foundations of Education
Technologies of Instruction and Media
The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership
104 Ramseyer Hall
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(614) 247-7945
<http://www.coe.ohio-state.edu/rvoithofer/>

Dutta, Lakshmi

From: Sandra Stroot [sstroot@ehe.osu.edu]
Sent: Wednesday, November 28, 2007 5:41 PM
To: Rick Voithofer; Elliot Slotnick; Sandy Stroot
Cc: Dutta, Lakshmi; Smith, Randy; Dena Myers
Subject: RE:

Hi Everyone

Rick you are just ahead of me in responding to this message – I just pulled up the list of the other endorsements – I agree with Rick - only three brief comments to support Ricks statements:

We are hoping that students who are interested in the endorsement, and would qualify for a graduate degree would also stay to complete the MA program, but the endorsement could be completed without being accepted into the program – the only state criteria is that teachers hold a valid teaching license/certificate in Ohio.

Secondly, there is also an endorsement in Adapted Physical Activity in PAES☺

Thanks all

Sandy

Dr. Sandra A. Stroot, Professor
Senior Associate Dean for Academic Affairs
College of Education and Human Ecology
172 Arps Hall
1945 North High Street
Columbus, OH 43210
Phone: 614.292.1414
FAX: 614.292-2777

From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
Sent: Wednesday, November 28, 2007 5:33 PM
To: Elliot Slotnick; Sandy Stroot
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11/29/2007

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Elliot E. Slotnick
Associate Dean

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Rick Voithofer, Ph.D.
Associate Professor
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College of Education and Human Ecology
350 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210

Phone (614) 292-1414
Fax (614) 688-3019

DATE July 25, 2007

FROM Sandra Stroot, Sr. Associate Dean
350 Campbell Hall
1787 Neil Avenue

TO Randy Smith, Vice Provost
203 Bricker Hall
190 N. Oval Drive

RE Proposed Computer / Technology Endorsement

The College of Education and Human Ecology Curriculum Committee approved the attached proposal for a new Computer / Technology Endorsement on May 17, 2007 and the College Council on June 1, 2007. The enclosed materials are formulated using the National Council for Accreditation of Teacher Education's report template. The date revised date, 10-10-05, refers the date the form was revised by NCATE.

We are sending forward the proposal for review by CAA, and request your assistance in the review.

Thank you.

A handwritten signature in cursive script that reads "Sandra Stroot".

**Program Report for the
Preparation of Educational Technology Facilitators
(Initial Endorsement)
International Society for Technology in Education (ISTE)**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution: The Ohio State University **State:** Ohio

Date submitted _____

Name of Preparer: Rick Voithofer

Phone # (614)247-7945 **Email:** voithofer.2@osu.edu

Program documented in this report:

Name of institution’s program: Technologies of Instruction and Media

Grade levels for which candidates are being prepared PK-12

Degree or award level: Endorsement

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared _____

Program report status:

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**

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

The Ohio State University College of Education and Human Ecology Computer / Technology Endorsement will be uniquely positioned to prepare educators to integrate technology in ways that promote academic achievement in students with diverse backgrounds and abilities. Situated within an the urban center of Columbus, the program will be distinguished by the rich curriculum that it will offer teachers to employ culturally relevant practices to support student learning using technology in urban environments and beyond. The program faculty bring special expertise in the areas of technology, culture, equity, and learning. The endorsement will offer teachers a rich mix of technology integration skills and strategies to support the academic achievement of students with diverse needs and backgrounds. The focus on diversity and equity will closely match the vision and mission of the College of Education and Human ecology.

VISION OF THE UNIT

The **vision** of The Ohio State University educator preparation unit is to produce the best educators in the nation and throughout the world who have the passion, efficacy and expertise for educating all P- 12 school age and demographic groups.

MISSION OF THE UNIT

The **mission** of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P- 12 school age and demographic groups.

The following goals of this mission are central to the proposed Computer / Technology endorsement.

Goal 3.0: Commitment to Diversity, Equity and Efficacy

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 3.1 understand and demonstrate knowledge of the policy context of schools while responding to the cultural, economic, ethical, legal and political issues surrounding diversity, equity and efficacy in terms of student learning;
- 3.2 integrate knowledge, skills and dispositions related to diversity across curriculum, instruction, assessment and student services;
- 3.3 provide and / or promote culturally-responsive teaching and services for all students and

- 3.4 understand and appreciate the diversity of students, families and communities, and effectively transfer this understanding and appreciation to others.

Goal 4.0: Commitment to Technology

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 4.1 integrate knowledge, skills and dispositions related to educational technology and information literacy across curriculum, instruction, assessment and student services;
- 4.2 facilitate and / or support the learning of all students, especially related to student academic content standards, through the effective integration of educational technology and information literacy;
- 4.3 use and / or support instructional technologies appropriate to the content being taught and
- 4.4 apply and support technologies for classroom / school operational purposes and problem solving.

In 2004, the state of Ohio adopted academic content standards for technology. These standards are aligned with the ISTE NETS standards and were designed to fit both the areas of educational technology and technology education.

The portfolio rubric for the OSU Computer / Technology Endorsement, described in section II below will integrate both the ISTE NETS•T standards and the Ohio State technology standards that are summarized below:

Standard 1 - Nature of Technology - Students develop an understanding of technology, its scope, core concepts (systems, resources, requirements, optimization and trade-offs, processes, and controls), characteristics and relationships between technologies and other fields.

Standard 2 - Technology and Society Interaction - Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Standard 3 - Technology for Productivity Applications - Students learn the operations

of technology through the usage of technology and productivity tools.

Standard 4 - Technology and Communication Applications - Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information, and enhance learning.

Standard 5 - Technology and Information Literacy - Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Standard 6 - Design - Students will apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering, and the role of assessment.

Standard 7 - Designed World - Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students’ understanding of their role in the designed world: its processes, products, standards, services, history, future, impact, issues and career connections.

The following table depicts the connection between ISTE NETS and the Ohio technology standards.

Ohio Standard	ISTE NETS
Standard 1 - Nature of Technology Standards	Standard 1
Standard 2 - Technology and Society Interaction	Standard 2
Standard 3 - Technology for Productivity Applications	Standard 3
Standard 4 - Technology and Communication Applications	Standard 4
Standard 5 - Technology and Information Literacy	Standard 5
Standard 6 - Design	Standard 6
Standard 7 - Designed World	Standards 4, 5, 6

It should be noted that the Ohio standards also include the standards for information literacy (Standard 5) and technology education (Standards 2, 6, &7). Where relevant the proposed computer / technology endorsement will emphasize those Ohio state standards most relevant to

using information and communication technologies to teach at all K-12 levels. At this point there is no state level assessment of teachers to meet state technology standards.

Program of Study

The OSU Computer/ Technology endorsement will require that students complete 24 credit hours through the classes listed below. In addition to successfully completing the required courses teachers will complete an electronic portfolio that demonstrates that they are meeting the seven ISTE NETS standards in their classroom. Classes taken to satisfy the endorsement may apply toward an MA degree. Applicants to the endorsement must have a bachelor's degree, possess a current Ohio teaching certificate, or provisional or professional teaching license from Ohio. A computer / technology endorsement cannot be added to a substitute or temporary license. Students must maintain a 3.0 GPA for all courses.

REQUIRED COURSES (15 credits):

EDU P&L 671 (4 credits)- Fundamentals of computer applications in education and training – Guiding learning with instructional technologies.

EDPL 823 (3 credits) – The Functions of the Computer in the Classroom

EDPL 673D – (4 credits) Improving Professional Practice of Teaching with Technology using Action Research (Online course)

EDPL 681 (4 credits) – Introduction to Developing Educational Web Sites

DIVERSITY AND TECHNOLOGY REQUIREMENT (Choose 1 course- 3 credits):

EDPL 853 (3 credits) – Women and Technology (Winter/Summer)

or

EDPL 789 (3 credits) - Urban Education, Technology, and Education (Fall)

ELECTIVES (At least one elective courses) (3 credits minimum):

EDPL 677 (3 credits) - Educational Telecommunications

EDPL 678 (3 credits) – Instructional Systems Development

EDPL 680 (4 credits) – Videography and Education

EDPL 778 – (3 credits) Formative Evaluation of Educational Systems

¹**EDPL 789 (3 credits)** - Urban Education, Technology, and Education (Fall)

EDPL 829 – (3 credits) Technology, Society & Schools

EDPL 895 – (3) Fundamentals of Instructional Materials and Media

EDPL 897 – (4 credits) Designing Multimedia for Instruction

PAES 796 – (3 Credits) - Constructing Accessible Web Content

²**EDPL 853 (3 credits)** – Women and Technology (Winter/Summer)

PORTFOLIO CAPSTONE - (3 credits):

¹ EDPL 789 can count as elective if you complete 853 as your diversity requirement

² EDPL 853 can count as elective if you complete 789 as your diversity requirement

During their last quarter in the endorsement program students will register for 3 hours of **EDPL 889 – Practicum in Instructional Design**. In this course students will make the final artifact selections for their electronic portfolio, write the reflections for each of the six sections of their electronic portfolio, and present the completed portfolio to their advisor and one other faculty member in the Technologies of Instruction and Media faculty who will evaluate the student's portfolio. The portfolio must include evidence of how the candidate is integrating technology in their teaching in ways that are culturally relevant, equitable, and that maximize the academic achievement of students with broad social, cultural, and academic backgrounds.

Total: 24 credits

SECTION II— ASSESSMENTS AND RELATED DATA

In order for students to earn the OSU Technology endorsement, they must complete an electronic portfolio that is centered on the ISTE NETS•T standards. Students will select artifacts from work that they complete during their program. They will be guided to select those artifacts that represent direct examples from their teaching and classroom. Two faculty members will evaluate the final portfolio of each student. Each student portfolio will be web-based and hosted on a secure server on which the students chooses what items and reflections are shared with faculty evaluators for their final portfolio.

	Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
1	[Program entry-level benchmark, or licensure tests or professional examinations of content knowledge.]⁶	All incoming students must have a bachelor's degree, possess a current Ohio teaching certificate, or provisional or professional teaching license from Ohio. Students will contribute artifacts to their electronic portfolio in section IA of their electronic portfolio.	Before Program Admission
2	[Assessment of content knowledge in the field of Educational Technology Leadership]	Students will contribute artifacts to their electronic portfolio in section IB of their electronic portfolio.	Students will work on the artifacts for this area throughout their program. When they present their final portfolio they will be asked to select three artifacts that best represent their content knowledge and practices within the field of educational technology.
3	[Assessment that	Students will contribute artifacts to	Students will work on the

³ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁴ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁵ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching, an internship, or field experiences, required courses [specify course title and number], or completion of the program).

⁶ If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
demonstrates candidates can collaborate effectively; plan, design, and model effective learning environments; and plan and implement professional experiences required of a technology leader]	their electronic portfolio in section II, VA-VD of their electronic portfolio.	artifacts for this area throughout their program. When they present their final portfolio they will be asked to select three artifacts that best represent their ability to plan, design, and model effective learning environments; and plan and implement professional experiences.
4 [Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice]	Students will contribute artifacts to their electronic portfolio in section III of their portfolio rubric.	Students will work on the artifacts for this area throughout their program. When they present their final portfolio they will be asked to select three artifacts that best represent their ability to apply the goals of the endorsement into their practice.
5 [Assessment that demonstrates the candidate models, designs, and disseminates methods and strategies in technology that enhance student learning]	Students will contribute artifacts to their electronic portfolio in section IV of the portfolio rubric.	Students will work on the artifacts for this area throughout their program. When they present their final portfolio they will be asked to select three artifacts that best represent how they utilize technology to enhance student learning.
6 [Assessment that demonstrates the candidate understands and can develop	Students will contribute artifacts to their electronic portfolio in section VIA-VIE of the portfolio rubric.	Students will work on the artifacts for this area throughout their program. When they

Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
<p>programs that address the social, legal and ethical issues related to technology within the district/region/state]</p>		<p>present their final portfolio they will be asked to select three artifacts that best represent their ability to integrate technology in ways that address the social, legal and ethical issues related to technology within their classroom, school, and district.</p>
<p>7 [Assessment that addresses how the candidate uses technology to plan and implement effective assessment and evaluation strategies]</p>	<p>Students will contribute artifacts to their electronic portfolio in section IVA-IVC of the portfolio rubric.</p>	<p>Students will work on the artifacts for this area throughout their program. When they present their final portfolio they will be asked to select three artifacts that best represent their capacities to use technology to plan and implement effective assessment and evaluation strategies.</p>
<p>8 [Assessment that addresses facilitation of a shared vision for integration of technology and how to foster an environment and culture conducive to the realization of the vision]</p>	<p>As part of the final portfolio presentation students will be include a five-page double spaced reflection about how the work in their portfolio represents a coherent view of technology integration that is consistent with a shared district and school vision of technology integration and that shows the candidate's ability to foster an environment and culture conducive to the realization of a shared vision of technology integration.</p>	<p>Students will complete this reflection at the end of their program.</p>

Technology Endorsement Electronic Portfolio

Note: Students will provide a 500-word overview (about two double-spaced page) of each major section that justifies the artifacts that they select and that contextualizes their teaching within each section. In addition, students will provide a 250-word overview (about one double-spaced page) of each sub section that justifies the artifacts that they select and that contextualizes their teaching within each sub-category. An artifact cannot count for more than two categories.

Section 1 - Technology Operations and Concepts (Select 2 items from the choices selected)

NETS-T Standard	Portfolio Artifacts
<p>IA. Demonstrate basic knowledge and skills</p>	<ul style="list-style-type: none"> • Incoming Students will complete a computer self-assessment in the areas of basic computer operations, word processing, email, web and browsing. The student will write a reflection on their self-assessment and then discuss the self-assessment and self – reflecting with their advisor and chooses courses that complement their incoming knowledge and skills.
<p>IB. Stay current with instructional technology</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate your content knowledge in the field of educational technology leadership.</p> <p>The following artifacts qualify for this section (Select 3):</p> <ul style="list-style-type: none"> • EDPL 766 (Educational Telecommunications) – Multi-User Virtual Environment (MUVE) Project - Screen shots from MUVE project along with reflection paper about the implications of using MUVES in educational settings • EDPL 823 (Computers in the Classroom) Summary statement from last week of class which addressed cutting edge and emerging applications of education technology. • EDPL 680– Videography and Education – 2-3 minute excerpt from digital video project.

Section 2 - Planning and Designing Learning Environments and Experiences

NETS-T Standard	Portfolio Artifacts
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<p>II A. Design technology integrated lessons for diverse needs of students</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can plan, design, and model effective learning environments using technology.</p> <p>The following artifacts qualify for this section (Select 3):</p> <ul style="list-style-type: none"> • EDPL 897 –Design Multimedia for Instruction – Excerpts from final project plans (and sample of final project) that address how the multimedia program will address the diverse needs of students. • EDPL 680– Videography and Education - Excerpts of final video plans (along with short clip) that address how their educational video will address the diverse needs of students. • EDPL 681– Introduction to Developing Educational Web Sites - Excerpts of final web site plan that address how their educational web site will address the diverse needs of students.
<p>II B. Apply current research when planning</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can apply current research when planning learning environments using technology.</p> <p>The following artifacts qualify for this section (Select 2):</p> <ul style="list-style-type: none"> • EDPL 823 (Computers in the Classroom) – Final Paper • EDPL 853 (Women, Technology and Education)- Final Project
<p>II C. Locate and evaluate technology resources</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can locate and evaluate technology resources.</p> <p>The following artifacts qualify for this section (Select 3):</p>

	<ul style="list-style-type: none"> • EDPL 789- Urban Education, Technology, and Education – (Web/ Software Evaluation) – Evaluate web site or software based on culturally relevant criteria such as gender and race • EDPL 681 - Introduction to Developing Educational Web Sites - Evaluate exemplary educational web site for design and content. • EDPL 778-Formative Evaluation – Educational Software Evaluation. • EDPL 823 (Computers in the Classroom) – Annotated list of Web-based resources related to diversity.
<p>IID. Manage technology in the classroom</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can manage technology in the classroom.</p> <p>The following artifacts qualifies for this section (select 3):</p> <ul style="list-style-type: none"> • EDPL 671 - Fundamentals of Computer Applications in Education and Training- Technology management plan – Post the section of the plan that includes technology selection, utilization, and contingency planning. • EDPL 671 - Fundamentals of Computer Applications in Education and Training – Gradebook template and Mail merge projects. • EDPL 671 - Fundamentals of Computer Applications in Education and Training) – Reflection paper addressing technology safety and ergonomics issues in student’s classroom.
<p>III. Plan strategies to manage student learning in technology-integrated lesson</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can plan strategies to manage student learning in technology-integrated lesson.</p> <p>The following artifact qualifies for this section (select 1):</p>

	<ul style="list-style-type: none"> • EDPL 671 -Fundamentals of Computer Applications in Education and Training- Technology management plan – Post the section of the plan that addresses the equitable distribution of technology resources. • EDPL 823 – Computers in the classroom – “Academic Tools and the Shaping of Student Learning” project • EDPL 823 – Computers in the classroom – “Learning On-Line” project • EDPL 823 – Computers in the classroom – “Technology adding value to teaching and learning” project • EDPL 823 Computers in the classroom “Academic Tools and the Shaping of Student Learning” project • EDPL 895 (Educational Games) - Group game design project report
Section 3 - Teaching, Learning, and the Curriculum	
NETS-T Standard	Portfolio Artifacts
<p>IIIA. Address the SOL and NETS*S</p>	<p>The following artifact qualifies for this section (select 2):</p> <ul style="list-style-type: none"> • EDPL 823 – Computers in the classroom - “Technology Plans, Policies, and Standards” project. • EDPL 823 – Computers in the classroom - “Philosophy of Teaching with Technology” paper.
<p>IIIB. Support diverse learning styles through student-centered strategies</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can support diverse learning styles through student-centered strategies.</p> <p>The following artifact qualifies for this section (select 2):</p> <ul style="list-style-type: none"> • EDPL 789- Urban Education, Technology, and

	<p>Education – Software Evaluation Project</p> <ul style="list-style-type: none"> • EDPL 925 – Urban Educational and Technology – Reflection paper on Transformative Uses/Methodologies, Language and Literacy, and Gender and Representation • EDPL 823 – Computers in the classroom - “Equity and Diversity” project. • EDPL 895 (Educational Games) - Analysis of learning within a specific game
<p>III C. Encourage higher-order thinking skills (HOTS)</p>	<p>Introduce the artifacts in this section with a one-page overview of how the artifacts that you selected demonstrate that you can support diverse learning styles through student-centered strategies.</p> <p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 895 (Educational Games) - Report of a "talk aloud" observation/interview with a student playing a computer game.
<p>III D. Manage student learning activities</p>	<p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 671 (Fundamentals of Computer Applications in Education and Training)- Technology management plan – Include part of plan that addresses managing of activities (e.g. group work, individual work, stations, lecture).
<p>IV. ASSESSMENT AND EVALUATION</p>	
<p>NETS-T Standard</p>	<p>Portfolio Artifacts</p>
<p>IV-A. Assess student learning using technology</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can use technology to plan and implement effective assessment and evaluation strategies.</p> <p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 778-Formative Evaluation - Formative evaluation report of an educational technology.

	<ul style="list-style-type: none"> • EDPL 778-Formative Evaluation - Computer-Based Learning Environment Evaluation.
<p>IV-B. Collect and analyze data to improve teaching</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can uses technology to collect and analyze data to improve teaching.</p> <p>The following artifact qualifies for this section (Select 2):</p> <ul style="list-style-type: none"> • EDPL 778-Formative Evaluation - Formative Evaluation Report of an educational technology. • EDPL 778-Formative Evaluation - Computer-Based Learning Environment Evaluation. • EDPL 897 –Design Multimedia for Instruction - Formative evaluation of educational multimedia project.
<p>IV-C. Assess students’ appropriate use of technology resources.</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can assess students’ appropriate use of technology resources.</p> <p>The following artifact qualifies for this section (Select 2):</p> <ul style="list-style-type: none"> • EDPL 673D – Improving Professional Practice of Teaching with Technology using Action Research • EDPL 778-Formative Evaluation - Computer-Based Learning Environment Evaluation – Entrees from reflective journal that demonstrate how the teacher assessed their student uses of technology resources. • EDPL 778-Formative Evaluation - Formative Evaluation Report of an educational technology. • EDPL 897 –Design Multimedia for Instruction - Formative evaluation of educational multimedia project.
<p>SECTION 5 - PRODUCTIVITY AND PROFESSIONAL PRACTICE</p>	
<p>NETS-T Standard</p>	<p>Portfolio Artifacts</p>

<p>V-A. Engage in technology-enhanced professional development</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you have engaged in technology-enhanced professional development</p> <p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 673D – Improving Professional Practice of Teaching with Technology using Action Research – Technology professional development plan.
<p>V-B. Reflect on professional practice</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate your capacity to reflect on your professional practice.</p> <p>The following artifact qualifies for this section (Select 3):</p> <ul style="list-style-type: none"> • EDPL 673D –Improving Professional Practice of Teaching with Technology using Action Research - Selected entries from journal demonstrating reflection on professional practice • EDPL 673D –Improving Professional Practice of Teaching with Technology using Action Research - Selected entries from submissions to the online focus group discussion demonstrating reflection on professional practice • EDPL 823 (Computers in the Classroom) –Personal statement on responsible uses of technology and its powers in classrooms • EDPL 853 (Women, Technology and Education) – Excerpts from Log that address technology, teaching, and gender. • EDPL 766 (Telecommunications in Education); Select portions of reflective memos on Distance Education Paper that address professional practice related to educational telecommunications.

<p>V-C. Apply technology to increase productivity</p>	<p>Introduce the artifact in this section with a one page over of how the artifacts that you selected demonstrate your capacity to apply technology to increase productivity.</p> <p>The following artifact qualifies for this section (Select 1):</p> <ul style="list-style-type: none"> • EDPL 671 (Fundamentals of Computer Applications in Education and Training)– spreadsheet gradebook template (with formulas, student names/data deleted or altered.) • EDPL 673D – Improving Professional Practice of Teaching with Technology using Action Research
<p>V-D. Communicate and collaborate with peers, parents, and larger community</p>	<p>Introduce the artifact in this section with a one page over of how the artifacts that you selected demonstrate your capacity to use technology communicate and collaborate with peers, parents, and larger community</p> <p>The following artifact qualifies for this section (Select 1):</p> <ul style="list-style-type: none"> • EDPL 673D –Improving Professional Practice of Teaching with Technology using Action Research - <p style="padding-left: 40px;">Selected entries from submissions to the online focus group discussion demonstrating reflection on professional practice.</p> <ul style="list-style-type: none"> • EDPL 766 (Educational Telecommunications) – Excerpt of videotape from teleconference along with reflection.
<p>SECTION 6 - SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES</p>	
<p>NETS-T Standard</p>	<p>Portfolio Artifacts</p>
<p>VI-A. Model and teach ethics</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can address the social, legal and ethical issues related to technology within your school and classroom.</p> <p>The following artifact qualifies for this section (Select 3):</p>

	<ul style="list-style-type: none"> • EDPL 766 (Telecommunications in Education); Select portions of reflective memos on Distance Education Paper that address social justice. • EDPL 766 (Telecommunications in Education); Reflective Memo on Privacy Rights and Copyright Laws. • EDPL 823 (Computers in the Classroom) –Personal statement on responsible uses of technology and its powers in classrooms. • EDPL 829 – (Technology, Society & Schools) - Final project
<p>VI-B Empower learners with diverse and special needs</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can empower your students with diverse and special needs.</p> <p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 671 (Fundamentals of Computer Applications in Education and Training)– Excerpts of the classroom technology plan that address individualizing instruction and creating accessible experiences for students with disabilities. • EDPL 789 - Urban Education, Technology, and Education - Culturally-Based Educational Software Evaluation: Students choose and evaluate software based on culturally relevant criteria such as gender and race. • EDPL 823 Computer in the classroom – Something related to week on equity. • EDPL 789 - Urban Education, Technology, and Education - Website Project: Students design a personal website using a life span development model.
<p>VI-C Affirm diversity</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can affirm diversity in your use of technology</p>

	<p>for teaching.</p> <p>The following artifact qualifies for this section:</p> <ul style="list-style-type: none"> • EDPL 680 (Videography and Education)- Video Captioning Project • EDPL 789 - Urban Education, Technology, and Education - Culturally-Based Educational Software Evaluation - Students choose and evaluate software based on culturally relevant criteria such as gender and race • EDPL 853 (Women, Technology and Education) – Excerpts from final paper address the implications of technology, teaching, and gender. • EDPL 789 - Urban Education, Technology, and Education - Website Project: Students design a personal website using a life span development model.
<p>VI-D Promote safe and responsible use of technology</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can promote safe and responsible use of technology.</p> <p>The following artifact qualifies for this section (Select 1):</p> <ul style="list-style-type: none"> • EDPL 671 (Fundamentals of Computer Applications in Education and Training)– Reflection paper on technology, safety, ergonomics including classroom plan. • EDPL 829 – Technology, Society & Schools - Final project
<p>VI-E Facilitate equitable access</p>	<p>Introduce the artifacts in this section with a one page over of how the artifacts that you selected demonstrate that you can facilitate equitable access to technology.</p> <p>The following artifact qualifies for this section (Select 2):</p> <ul style="list-style-type: none"> • EDPL 680 (Videography and Education)- Submit

	<p>Video Captioning Project.</p> <ul style="list-style-type: none">• EDPL 681 (Introduction to developing Educational Web Sites) – Submit BOBBY Web Accessibility Report for Final Project and Reflection on report.
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SECTION III—STANDARDS ASSESSMENT CHART

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

ISTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
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.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2. Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.	
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.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	

ISTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
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.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2. Model technology integration using resources that reflect 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.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
E. Plan strategies to manage student learning in a technology-enhanced environment.	
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
F. Identify and apply instructional design principles associated with the development of technology resources.	
Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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).	

⁷ NCATE will provide a link to the full set of SPA standards, including indicators/elements/dimensions and supporting explanations.
 Program Report Template – ISTE (Technology Facilitation Endorsement)

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
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).	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
<p>TF-IV. Assessment and Evaluation. Educational Technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:</p>	
<p>A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.</p>	
<p>1. Model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2. Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data.</p>	
<p>B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>	
<p>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.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</p>	
<p>1. Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2. Examine and apply the results of a research project that includes evaluating the use of a specific technology in a P-12 environment.</p>	
<p>TF-V. Productivity and Professional Practice. Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:</p>	
<p>A. Use technology resources to engage in ongoing professional development and lifelong learning.</p>	
<p>1. Identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2. Disseminate information on district-wide policies for professional growth opportunities for staff, faculty, and administrators.</p>	

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	
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.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p style="text-align: center;">ISTE STANDARD⁷</p>	<p style="text-align: center;">APPLICABLE ASSESSMENTS FROM SECTION II</p>
<p>2. Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and web browsers.</p>	
<p>3. Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.</p>	
<p>4. Design and maintain Web pages and sites that support communication between the school and community.</p>	
<p>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:</p>	
<p>A. Model and teach legal and ethical practice related to technology use.</p>	
<p>1. Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>2. Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.</p>	
<p>B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p>	
<p>1. Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>2. Identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.</p>	
<p>C. Identify and use technology resources that affirm diversity.</p>	
<p>1. Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>D. Promote safe and healthy use of technology resources.</p>	
<p>1. Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>E. Facilitate equitable access to technology resources for all students.</p>	

<p style="text-align: center;">ISTE STANDARD⁷</p>	<p style="text-align: center;">APPLICABLE ASSESSMENTS FROM SECTION II</p>
<p>1. Develop a summary of effective school policies and classroom management strategies for achieving equitable access to technology resources for students and teachers.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>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:</p>	
<p>A. Use the school technology facilities and resources to implement classroom instruction.</p>	
<p>1. Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.</p>	
<p>2. Use local mass storage devices and media to store and retrieve information and resources.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input checked="" type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>3. Discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.</p>	
<p>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.</p>	
<p>5. Utilize methods of installation, maintenance, inventory, and management of software libraries.</p>	
<p>6. Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.</p>	
<p>7. Utilize network software packages used to operate a computer network system.</p>	
<p>8. Work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.</p>	
<p>B. Follow procedures and guidelines used in planning and purchasing technology resources.</p>	
<p>1. Identify instructional software to support and enhance the school curriculum and develop recommendations for purchase.</p>	

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
2. Discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
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.	
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 theory.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
A. Apply strategies for and knowledge of issues related to managing the change process in schools.	
1. Discuss the history of technology use in schools.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8

ISTE STANDARD ⁷	APPLICABLE ASSESSMENTS FROM SECTION II
B. 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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
C. 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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
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.	
7. Examine issues related to hardware and software acquisition and management.	
D. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.	
1. Examine components needed for effective field-based 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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

This is a new program, therefore there is no evidence available yet. In evaluating student portfolios students must show evidence of meeting “Proficient” or “Advanced” levels of accomplishment in the ISTE NETS•T portfolio evaluation rubric.

NETS for Teachers I	Proficient	Advanced
<p>A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).</p>	<p>A1. Teachers compare and evaluate hardware components and software resources used to provide access to local area networked curriculum materials, Web resources, and multimedia resources (e.g., computer system, printers, monitors, video projectors, external drives, scanners, digital cameras, speakers, browsers, plug-ins, media players, movie, photo, and music utilities). A2. Teachers identify, describe, and solve simple hardware, software, and networking problems that occur during everyday use and know how to clearly communicate more serious technical difficulties, need for support, or technical assistance to appropriate technical staff. A3. Teachers recognize, manage, and maintain computer files in a variety of different media and formats on a hard drive, network, and Web location.</p>	<p>A1. Teachers know how to connect and use common peripherals, identify and describe uses, advantages, and challenges for advanced resources (e.g., digital probes, artificial intelligence, virtual reality, simulations) and advanced network resources (e.g., compressed video, video server, video conferencing software, and Web casting). A2. Teachers know how to access and use help desks, online help, and user documentation to recognize common hardware or software and network problems. A3. Teachers select advanced utilities (e.g., compression, antivirus, spam blocker) based on specific system needs.</p>
<p>B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>	<p>B. Teachers research emerging hardware, software, and network-related resources reported by current news, periodicals, and Internet resources, and at professional meetings and involve students in investigating and assessing possible effects of evolving technologies on education</p>	<p>B. Teachers identify emerging technology resources and formulate strategies for acquisition and use of emerging technologies with a convincing degree of educational potential.</p>

	and jobs.	
NETS for Teachers II	Proficient	Advanced
A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	A. Teachers know how to plan and implement technology-based learning activities that promote student engagement in analysis, synthesis, interpretation, and creation of original products.	A. Teachers know how to apply information and communication technology to gather and analyze data that will drive planning of learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. Apply current research on teaching and learning with technology when planning learning environments and experiences.	B. Teachers use research on teaching and learning with technology to inform their planning of technology-based learning environments and experiences.	B. Teachers identify or describe how involvement in or results of classroom-based action research, case studies, surveys, focus groups, or experimental studies of technology-based learning environments and experiences changed or affirmed their planning, teaching, or assessment practices.
C. Identify and locate technology resources and evaluate them for accuracy and suitability.	C. Teachers identify activities designed to engage students in researching a variety of technology resources and evaluating the resources for accuracy, appropriateness, comprehensiveness, and bias.	C. Teachers evaluate plans for managing available technology resources, providing equitable access for all students, and improving student academic achievement and technology literacy across content areas.
D. Plan for the management of technology resources within the context of learning activities.	D. Teachers describe development process for managing available technology resources to facilitate improvement of student academic achievement and technology literacy.	D. Teachers engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards.

E. Plan strategies to manage student learning in a technology-enhanced environment.	E. Teachers associate technology management issues and related solutions to inform planning of technology, enhanced teaching, learning, and communications activities.	E. Teachers explain benefits and limitations of collaborative planning for management of technology-based learning activities.
NETS for Teachers III	Proficient	Advanced
A. Facilitate technology-enhanced experiences that address content standards and student technology standards.	A. Teachers know how to facilitate learning experiences that integrate both content and technology standards to improve student academic achievement and technology literacy.	A. Teachers know how to facilitate learning experiences that integrate technology to improve student academic achievement and technology literacy by connecting curriculum standards with technology standards across subject areas and grade levels.
B. Use technology to support learner-centered strategies that address the diverse needs of students.	B. Teachers apply strategies for engaging students with diverse needs, using a variety of instructional and grouping strategies (e.g., whole group, collaborative, individualized) and supporting individual learner needs with specialized technology resources for content learning.	B. Teachers know how to use a variety of instructional and grouping strategies (e.g., whole group, collaborative, individualized) to support learner-centered activities that integrate technology resources and engage students with diverse needs in learning across content areas and grade levels.
C. Apply technology to develop students' higher order skills and creativity.	C. Teachers identify strategies for student use of technology designed to facilitate higher order thinking skills (e.g., problem solving, critical thinking, informed decision making, knowledge construction, and creativity) focused on curriculum-related goals.	C. Teachers know how to implement learning activities that apply technology to promote student engagement in analysis, synthesis, interpretation, and creation of original products.
D. Manage student learning activities in a technology-enhanced environment.	D. Teachers apply technology-based strategies to collect resources that develop content-area knowledge and technology literacy.	D. Teachers facilitate student use of technology to address social needs and cultural identity and promote interaction with the global community.
NETS for Teachers IV	Proficient	Advanced

<p>A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.</p>	<p>A. Teachers evaluate specialized software and applications to collect, analyze, and report data; create graphs of class and individual performance data; identify areas of individual student strengths and weaknesses in content-area learning; and use results to improve teaching strategies.</p>	<p>A. Teachers collect, analyze, and report data on student performance from multiple measures over time, and apply strategies for use of data to improve planning, instruction, and management.</p>
<p>B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>	<p>B. Teachers know how to analyze, interpret, represent, and communicate results from specialized software regarding student content learning.</p>	<p>B. Teachers know how to use results of analysis to inform planning for instructional practice across content areas and to maximize student learning.</p>
<p>C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</p>	<p>C. Teachers design formative and summative assessment strategies for evaluating appropriate student use of technology for content-area learning, communication, and productivity.</p>	<p>C. Teachers know how to guide students in applying self-assessment and peer-assessment strategies to evaluate a variety of technology products and the processes used to create those products across content areas and grade levels (e.g., electronic portfolios).</p>
<p>NETS for Teachers V</p>	<p>Proficient</p>	<p>Advanced</p>
<p>A. Use technology resources to engage in ongoing professional development and lifelong learning.</p>	<p>A. Teachers identify and engage in technology-based opportunities for professional education and lifelong learning including use of distance education.</p>	<p>A. Teachers identify emerging technologies that could support ongoing professional development and lifelong learning, such as virtual collaborations with peers and experts, and develop plans for long-term professional growth supported by emerging technologies.</p>

B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	B. Teachers know how to conduct advanced Internet searches using Boolean logic and other advanced search strategies; and how to evaluate information from a variety of sources to inform decisions regarding the use of technology in support of student learning.	B. Teachers know how to locate, select, and use advanced technology resources such as expert systems, intelligent agents, and real-world models and simulations to inform decisions regarding the use of technology in support of student learning.
C. Apply technology to increase productivity.	C. Teachers know how to design, create, and populate a database and perform queries to process data and report results inform decisions regarding the use of technology in support of student learning.	C. Teachers know how to formulate a hypothesis or research question regarding the use of technology in support of student learning, and design, create, and populate a database to process data and report results.
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	D. Teachers describe and apply advanced software features (e.g., style sheets, mail merge, slide master, etc.) templates and styles to improve the appearance of word processing documents, spreadsheets, and presentations used in communications with parents, professional colleagues, school administrative leadership, and others.	D. Teachers know how to read, send, and manage electronic messages and distribution lists; and how to use advanced multimedia authoring tools to plan, create, and edit models, publications, and other professional works developed in collaboration with peers to communicate with peers, parents, and the larger community in order to nurture student learning.
NETS for Teachers VI	Proficient	Advanced
A. Model and teach legal and ethical practice related to technology use.	A. Teachers discuss issues related to legal and ethical use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism), and identify strategies for implementing acceptable use policies in the classroom and school.	A. Teachers discuss the costs and consequences of illegal and unethical use of information and computer technology (e.g., hacking, spamming, consumer fraud, virus setting), the implications of emerging technologies for acceptable use policies, and the importance of following the guidelines for acceptable use.

<p>B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p>	<p>B. Teachers know how to apply technology resources in the school to help close the digital divide and discuss how information and communication technology can support collaboration, personal productivity, and lifelong learning for all students.</p>	<p>B. Teachers know current trends in information and communication technology and discuss how emerging technologies could help close the digital divide and support collaboration, personal productivity, and lifelong learning for all students.</p>
<p>C. Identify and use technology resources that affirm diversity</p>	<p>C. Teachers know how to facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction in the global community.</p>	<p>C. Teachers evaluate accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic resources when selecting technology-based materials or Web sites for use by students.</p>
<p>D. Promote safe and healthy use of technology resources.</p>	<p>D. Teachers identify and enforce classroom procedures that guide students' safe and healthy use of technology</p>	<p>D. Teachers identify and advocate for technology resources to benefit all students and specific technology resources for students with special needs.</p>
<p>E. Facilitate equitable access to technology resources for all students.</p>	<p>E. Teachers arrange for equitable access to appropriate technology resources that enable students to engage successfully in learning activities within the classroom.</p>	<p>E. Teachers advocate for equitable access to technology for all students in their schools, communities, and homes.</p>

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

This is a new program; therefore there is no data available yet on which to improve the program. The program coordinator will, however, review all portfolios completed each year with the endorsement faculty in order to determine ways that the program might better increase candidates: (1) content knowledge about educational technology and technology integration, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

Some the data that will be analyzed to improve candidate and program performance include:

- Final assessments of student’s portfolios by each student’s advisor and second reader.
- Individual artifacts for their appropriateness to meet specific standards.

Finally, course syllabi will be evaluated each year for changes in content and projects in order to update the electronic portfolio requirements and options.

ATTACHMENT A
Candidate Information

This is a new program; therefore there is no candidate data available yet.

ATTACHMENT B
Faculty Information

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

Faculty Member Name	Highest Degree, Field, & University ⁸	Assignment: Indicate the role of the faculty member ⁹	Faculty Rank ¹⁰	Tenure Track (Yes/No)	Scholarship, ¹¹ Leadership in Professional Associations, and Service: ¹² List up to 3 major contributions in the past 3 years ¹³	Teaching or other professional experience in P-12 schools ¹⁴
Suzanne Damarin	<i>PhD</i>	faculty	Professor	Yes	<ul style="list-style-type: none"> Co-author of chapters on Technology (Chapter 7) and Mathematics (Chapter 12) in <i>Handbook for Achieving Gender Equity through Education</i>. (Mahwah, NJ: Lawrence Erlbaum Associates. This volume, edited by Sue Klein, will appear in January and will replace the influential Handbook published 25 years ago. Interim Associate Dean for Faculty, 	P-12 certification equivalency earned through the Columbus Public Schools. For several years (1983-1988), 20% of faculty appointment was devoted to work with CPS on technology related

⁸ e.g., PhD in Curriculum & Instruction, University of Nebraska

⁹ e.g., faculty, clinical supervisor, department chair

¹⁰ e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator

¹¹ *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.

¹² *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.

¹³ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁴ Briefly describe the nature of recent experience (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.

Ted Hall	<i>PhD</i>	faculty	Assistant Professor	Yes	<p>College of Education, OSU. In this capacity, worked with a number of faculty on issues related to their integration of research, teaching, and service, and, in some cases, technology.</p> <ul style="list-style-type: none"> Directed dissertations and conducted research on several issues related to impact of technology on various aspects of teaching and learning. 	<p>in-service education.</p> <p>Throughout the 1980s, early 1990s, and in the period form 1999 to 2003 was engaged with Columbus Publics Schools through in-service education efforts including collaboration on PT3 projects.</p>
					<p>Scholarship:</p> <ul style="list-style-type: none"> Hall, D. and Damico, J. (2007) <i>From Underground to Higher Ground: Race, Representation and Knowledge Production Among Urban Youth.</i> Hall, T. and Suspitsyna, T. (in press). Reading and writing race in a high school classroom: A study of authorship, performance, and identity. In D. N. DeVoss, H.A. McKee, and R. Selfe (Eds.), <i>Technological ecologies and sustainability: Methods, modes, and assessment.</i> 	<p>Classroom Teacher—Middle School- Language Arts 1991-1996</p> <p>School Administrator (Parent Liaison) 1996-2000</p> <p>Adult Literacy Instructor 1996-1997</p>

<p>Sebnem Cileciz</p>	<p>PhD</p>	<p>faculty</p>	<p>Assistant Professor</p>	<p>Yes</p>	<p>Leadership:</p> <ul style="list-style-type: none"> AERA, committee member, Distinguished Contributions to Social Context in Education Research- Lifetime Achievement Award. <p>Service</p> <ul style="list-style-type: none"> National Science Foundation-Reviewer Language Arts Reviewer Reading Clinic Director Search Committee-member College Council Bylaws Ad Hoc Committee-member 	<p>Taught High School Mathematics in Turkey</p>
					<p>Scholarship:</p> <ul style="list-style-type: none"> Presented poster entitled “Understanding the experiences of Turkish adolescents at Internet Cafés” at the American Educational Research Association Annual Meeting in April 2005 in Montréal, Canada. Presented paper entitled “Televised college courses: An examination of student experiences” at the American 	

<p>William Taylor</p>	<p><i>PhD</i></p>	<p>faculty</p>	<p>Associate Professor</p>	<p>Yes</p>	<p>Educational Research Association Annual Meeting in April 2004 in San Diego, CA.</p> <p>Leadership:</p> <ul style="list-style-type: none"> • Campus liaison for American Educational Research Association's Graduate Student Council (academic years 03-04 and 04-05) <p>Service:</p> <ul style="list-style-type: none"> • Reviewed conference proposals for American Educational Research Association (2003-2006) and for Society for Information Technology and Teacher Education (2004). Served as discussant at American Educational Research Association conference (2005). • Directed dissertations and conducted research on several issues related to impact of technology on various aspects of teaching and learning. 	<p>Certified High School Social Studies Teacher.</p>
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Rick Voithofer	PhD	faculty	Assistant Professor	Yes	<ul style="list-style-type: none"> • Coordinator of Technology / Computer Endorsement • Member of ISTE • Voithofer, R.J. (2005). Integrating service-learning into technology training in teacher preparation: A study of an educational technology course for pre-service teachers. <i>Journal of Computing in Teacher Education</i>. 21(3). 103-108. • Voithofer, R.J. & Foley, A. (2007). Digital dissonances: Structuring absences in national discourses on equity and educational technologies. <i>Equity and Excellence in Education</i>. 40: 1–12, 2007 	Have taught in-service workshops for teachers in the Columbus Public Schools that teach technology integration including web integration, MS Office suite integration, and educational software integration. Early Childhood, Middle School, and Secondary teachers have attended these workshops.
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