

<p>Technology Goal 1 Technology Standards / Outcomes</p>	<p>Major Activities</p>	<p>Outcome Measures</p>	<p>Status, Updates</p>
<p>Strategy A. Every education candidate seeking eligibility for initial certification successfully meets the MTTS B. Every graduate education student successfully completes technology outcomes appropriate to the graduate field of study</p> <p>Begin: Spring 2001 End: ongoing; all initial certification candidates affected by Fall 2007; all graduate students affected by Fall 2008_</p> <p>Person(s) Responsible Program coordinators, Technology coordinator</p> <p>Persons Assisting All unit faculty</p> <p>Resources Needed Time for development of outcomes and activities; hardware and software for development and presentation</p> <p>Funding Sources Department, COE, University</p>	<ol style="list-style-type: none"> 1. Teach skills needed for candidates to successfully meet the MTTS 2. Integrate applications and MTTS performance assessment tasks into courses and field work 3. Determine technology outcomes for graduate students 4. Integrate activities and assessments which address the graduate outcomes into courses and field work 5. Provide the candidates with many opportunities to display understanding of appropriate integration of technology in instruction (preparation, delivery, assessment) 	<ol style="list-style-type: none"> 1. Syllabi and course projects incorporate the necessary skills 2. Syllabi and course projects incorporate the application of appropriate technology skills. Aggregated data demonstrate progress candidates are making as well as progress of the Unit in addressing the standards 3 Outcomes are developed and approved by faculty 4. Skills, activities, and assessments are included in syllabi for the M.Ed. programs. Aggregated data demonstrate progress graduate students are making as well as progress of the Unit in addressing outcomes 5. Course projects and field work contain opportunities for students to display understanding of appropriate integration of technology 	<ol style="list-style-type: none"> 1.&2. <u>Elementary, Early Childhood Education, Secondary Education, and HPE:</u> MTTS addressed in Technology Lab Courses and in foundation, methods, and seminar courses <u>MAT Secondary:</u> MTTS addressed in Technology Course and in foundation and methods courses <u>MAT Elementary:</u> MTTS addressed in program courses <u>Art, Music:</u> MTTS addressed in program courses 2. Re-examination and update of courses are ongoing by technology course instructors and Technology Advisory Council members. Data for many assessments is collected through TaskStream 3. Development is in progress 4. In progress. All programs address technology use. Alignment with outcomes will be completed when outcomes are developed 5. Initial certification and advanced candidates complete projects and field work in which technology is integrated. Re-examination and updating of opportunities to use technology are ongoing by program coordinators and advisory council members

Alignment:

NCATE Standard: 1 – Pedagogical Content Knowledge; Professional Knowledge and Skills for other School Personnel
Conceptual Framework Outcome and Indicator: IL7; DP all indicators; CA 5, 6; EA 4, 6; CB 3, 4; RD 6

Technology Goal 2 Resources	Major Activities	Outcome Measures	Status, Updates
<p>Strategy A. Unit faculty receive professional development in use of technology for teaching and learning, incorporate its use where appropriate and use it appropriately to prepare for classes B. The unit is following a plan for procuring, updating, and maintaining hardware, software, and other technology resources</p> <p>Begin: Spring 2000 End: ongoing</p> <p>Person(s) Responsible Technology coordinator, lab coordinator</p> <p>Persons Assisting All unit faculty, technology graduate assistants, Center for Instructional Technology</p> <p>Resources Needed High-tech classroom, Technology development room, software licenses, hardware, web server space, projection systems, Smart board in each classroom, Training Assistance from IT personnel Assistance from GAs, personnel to maintain hardware/software</p> <p>Funding Sources Department, COE, University</p>	<ol style="list-style-type: none"> 1. Offer faculty development in the use of technology for teaching and learning 2. Assist faculty in examining their syllabi for opportunities to use technology to enhance teaching and learning in their courses 3. Assist faculty in using technology to deliver instruction 4. Assist faculty in designing web-based course components and posting the components on the web 5. Determine hardware/software needs for labs, classrooms, offices 6. Develop three year plan for replacement of hardware and upgrading of software 7. Receive assistance for maintenance of hardware 8. Apply for grants (where appropriate) to support technology use in education 9. Develop a plan for a high-tech classroom and funding sources for the classroom and seek funding 	<ol style="list-style-type: none"> 1. A semester-by-semester plan for workshops offered by the Unit has been developed 2. Faculty use technology to assist in teaching their courses and in developing materials for the courses 3. Student assistants have helped faculty use technology to deliver instruction 4. Faculty receive assistance from CIT and graduate assistants in using Blackboard; assistance to faculty evaluated positively. Minimum of 50% of courses have web-based modules developed 5. Needs assessment has been completed 6. Timeline for hardware and software replacement / upgrade has been completed 7. University hired staff that can service Macs and PCs 8. With help of grants officer, the Unit has identified and applied for at least 1 grant opportunity 9. Plan completed and approved by the Unit. With Assistance from grants officer and dean several sources have been identified and funds have been solicited 	<ol style="list-style-type: none"> 1. Six TaskStream workshops offered in Spring 2006. Fall schedule in process of being developed; ongoing 2. Spring 2006 approximately 55% of unit faculty use technology in their teaching; approximately 90% of faculty use some form of technology in preparation of courses; ongoing 3. Technology graduate assistants help faculty to set up hardware to use in instruction; technology graduate assistants assist faculty in use of TaskStream; ongoing 4. Faculty take workshops offered by CIT and receive assistance in using Blackboard; ongoing 5. Needs assessment conducted fall semester 6. University replaces lab computers on a rotating basis. Each semester the technology committee develops a 'needs' list. [Activity and outcome measure needs to be revised since various constraints have prohibited timeline from being followed] 7. University has one staff member to assist with and service Macintosh computers and one staff member to resolve network problems 8. Last grant administered through MSDE concludes November 30, 2006. No other grant opportunities have been identified 9. Development ongoing

Alignment:

- NCATE Standard: 5 – Modeling Best Professional Practices in Teaching; Unit Facilitation of Professional Development
- NCATE Standard: 6 – Unit Budget; Personnel; Unit Facilities; Unit Resources including Technology
- Conceptual Framework Outcome and Indicator: CA 5, 6; IL 9; EA 3

Technology Goal 3 Assessment	Major Activities	Outcome Measures	Status, Updates
<p>Strategy A. The unit assess the use of technology for teaching and learning B. The unit uses technology in the assessment of candidates and for candidate data collection and analysis</p> <p>Begin: Spring 2001 End: ongoing</p> <p>Person(s) Responsible Office of Unit Assessment, technology coordinator</p> <p>Persons Assisting Unit faculty, associate dean, PDS coordinators, intern supervisors, mentor teachers</p> <p>Resources Needed Software, hardware, journals, university server space, assistance from webmaster</p> <p>Funding Sources Department, COE, University</p>	<ol style="list-style-type: none"> 1. Candidates assess the impact of their instructional use of technology on student learning 2. Include technology questions in follow-up study 3. Include technology indicators in the field assessment instrument 4. Keep current on research concerning technology use for teaching and learning 5. Get feedback from teachers and incorporate in programs 6. Educational Professions candidates maintain developmental electronic portfolios 7. Candidate successful completion of the performance assessments is analyzed and aggregated 8. Candidate assessment data is kept in electronic databases for accessibility, analysis, and reporting 	<ol style="list-style-type: none"> 1. Candidate reflections on their teaching include, where appropriate, assessments of the impact of the use of technology on student learning 2. Questions related to technology have been written and are included in the follow-up study; aggregated data demonstrates effective use of technology by first year teachers and advanced degree candidates 3. Field assessment instrument includes technology indicators which are based on state technology outcomes and the unit's conceptual framework 4. Resources such as journals are provided for faculty; faculty evaluation notebooks indicate faculty have kept current in technology 5. Data are collected at cooperating teacher meetings and by annual survey; changes are made to course syllabi based on data 6. Candidates are storing documents electronically and are systematically assembling an e-portfolio using a standard format 7. Aggregated data demonstrate progress candidates are making as well as progress of the Unit in addressing standards / outcomes 8. Databases are created and aggregated candidate data is kept current by Unit Assessment Office personnel. Analysis and reporting of data is completed by Unit Assessment Office personnel 	<ol style="list-style-type: none"> 1. Began fall 2001 in candidate portfolio; ongoing. Included in MTTS V reflection, began 2003, ongoing 2. Included in follow-up study questions; data aggregated; ongoing 3. Included in field assessment instrument; review ongoing 4. Technology journals kept in development room; faculty use technology to prepare some materials for evaluation notebooks; ongoing 5. Courses reviewed yearly; need to revise plan for collection of data; ongoing 6. Through the technology classes candidates are beginning to assemble electronic portfolios; change to electronic portfolios for presentation not yet accomplished; work on process for e-portfolios ongoing 7. Data gathered by TaskStream and manually; aggregated data analyzed; ongoing 8. Undergraduate databases revised in 2005; data aggregated by Unit Assessment Office; Reports generated electronically by Unit Assessment Office; ongoing

Alignment:

NCATE Standard: 2 – Data Collection, Analysis, and Evaluation. 3 – Design, Implementation, and Evaluation of Field Experiences and Clinical Practices
 NCATE Standard: 1 – Pedagogical Content Knowledge
 Conceptual Framework Outcome and Indicator: RD 4, 6; EA 3; CA 5, 6, 7, 8; IL all indicators

Technology Goal 4 Collaboration	Major Activities	Outcome Measures	Status, Updates
<p>Strategy The Unit provides and supports opportunities for K-16 faculty and teacher candidates to collaborate and share classroom uses of technology for teaching and learning</p> <p>Begin: Fall 1999 End: ongoing</p> <p>Person(s) Responsible Technology coordinator, lab coordinator</p> <p>Persons Assisting Technology committee, Technology Advisory Council, PDS coordinators, dean provost, MSDE, IT personnel</p> <p>Resources Needed Hardware, software; funds for conference attendance, payment for council meetings, university server space, software for web design and enhancement, time for development</p> <p>Funding Sources Department, COE, University</p>	<ol style="list-style-type: none"> 1. Collaborate with teachers and candidates in PDSs to promote appropriate use of technology for teaching and learning 2. Inform teachers and candidates about workshops and conferences and encourage them to attend and make presentations with faculty 3. Develop and support a graduate educational technology certificate program 4. Maintain fully developed web pages 5. Convene meetings of the Technology Advisory Council 	<ol style="list-style-type: none"> 1. Training and assistance in the classroom is provided and is evaluated positively 2. Track number of teachers and candidates submitting proposals to technology related conferences; track number of teachers and candidates making conference presentations 3. Proposal for certificate program is developed, approved by the governance system, and students accepted into the program; feasibility study for masters concentration is conducted 4. Web page managers in the Unit develop skills to maintain web pages and work collaboratively with Unit faculty, IT staff, and university webmaster to keep program and faculty information up-to-date and accurate 5. Council meets regularly and consults and collaborates on review and development of technology courses, activities, and assessments 	<ol style="list-style-type: none"> 1. Began fall 2001 in candidate portfolio; ongoing. Included in MTTS V reflection, began 2003, ongoing 2. Begin to develop a system to track educators attendance at professional development opportunities related to technology, Fall 2007 3. Completed 4. Web page managers periodically review information on the web pages and maintain and update pages; ongoing 5. Council meets regularly; August 2006 meeting to review and re-establish technology survey for candidates

Alignment:

NCATE Standard: 3 – Collaboration between Unit and School Partners; Design, Implementation, and Evaluation of Field Experiences and Clinical Practice;
 NCATE Standard: 1 - Pedagogical Content Knowledge; NCATE Standard: 2 - Data Collection Analysis, and Evaluation
 Conceptual Framework Outcome and Indicator: IL7; DP all indicators; CA 4, 5, 6, 7, 8; EA 4, 6; CB 3, 4; RD 6