Program Report for the Preparation of Technology Coaches
International Society for Technology in Education (ISTE)
2012 Standards - Option A

NCATE approved the ISTE Standards for the Preparation of Technology Coaches in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

National Louis University

2. State

Illinois

3. Date submitted

MM DD YYYY

03 / 14 / 2017

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6. Name of institution's program
Technology in Education/Learning Technologies

7. CAEP Category
Technology Facilitator

8. Grade levels for which candidates are being prepared(1)
K-12

(1) e.g, K-12, K-6, 7-12

9. Program Type
- (•) Other School Personnel
- ( ) Unspecified

10. Degree or award level
- ( ) Baccalaureate
- ( ) Post Baccalaureate
- (•) Master's
- ( ) Post Master's
- ( ) Specialist or C.A.S.
- ( ) Doctorate
- ( ) Certificate Only
- ( ) Endorsement Only

11. Is this program offered at more than one site?
- ( ) Yes
- (•) No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Technology Specialist

14. Program report status:
- (•) Initial Review
- ( ) Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ( ) Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking
- ( ) CAEP accreditation for the first time (initial accreditation)
- (•) Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- (●) Yes
- ( ) No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ISTE Technology Coach standards. (Response limited to 4,000 characters)

For over one hundred years the National College of Education (NCE) of National-Louis University (NLU) has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners. National-Louis University was a founding member of the National Council for Accreditation of Teacher education (NCATE) and also is approved by the Illinois State Board of Education (ISBE) which has a joint collaboration with NCATE. ISBE has developed the Type 10 "Technology Specialist" certification as a subsequent certification for teachers who already possess a teaching certificate. The standards for this certification correlated to the International Society for Technology in Education (ISTE) Technology Facilitator standards. National- Louis University's Technology in Education (TIE) program was originally designed to fulfill both sets of standards, and the program was approved in 2004 by ISBE to offer the Type 10 Technology Specialist certification "by entitlement" for M.Ed., and C.A.S. graduates who successfully pass the Illinois Assessment of Professional Teaching Skills (APT Special, for grades K-12) and ISBE's subject-matter test (number 178).
(NOTE: Because M.Ed., and C.A.S. students take the same required courses together and
meet the same requirements, aggregated data is reported in Section IV and throughout this report.)
(NOTE: Illinois is in the process of revising their Technology Specialist standards to make them more compatible with the newer ISTE Technology Coach standards.)
Candidates complete a set of eight benchmark assignments in certain required courses in the program. Standardized descriptions of benchmark assignments and rubrics are provided to all candidates and instructors to assure demonstration of targeted program outcomes and consistency in related data collection. Students post their completed benchmark assessments to LiveText, and share them for review with the TIEPROGRAM account. Instructors use the TIEPROGRAM account to assess the benchmark assignments, using the rubrics, in LiveText, where these assessments are aggregated. Any criterion that is not met (either not present or "approaches") or is exceeded receives a written comment detailing what is lacking or exceeds the standard.
LiveText serves as both the interface for collecting assessment of benchmark assignments and for Technology in Education candidates to use as a collection tool for artifacts and reflections that will become part of their portfolios. In addition, candidates provide written course reflections in LiveText, which are collected and shared with program faculty for program improvement purposes. Electronic portfolios are prepared by all candidates, containing at least the seven benchmark assignments (the portfolios themselves are the seventh benchmark assignment), and containing reflections, standards correlation

matrices, and other materials that demonstrate that the candidates have met the ISTE Technology Coach standards and the Illinois State Board of Education Technology Specialist standards.

IMPORTANT NOTE: The TIE program was substantially revised during the 2015-2016 academic year, with every course either revised substantially or new courses developed in line with the ISTE Technology Coach standards. Signature assessments for the courses in the program were developed during the Fall of 2016 and Winter of 2017. This report includes these revised assessments (see below), as well as data for the Illinois Board of Education Technology Specialist content-area test. Because the TIE signature assessments have only just been developed, TIE does not yet have any candidate data related to these assessments. Such data will be collected beginning in the Spring of 2017 and will be reported in the next iteration of this SPA report.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/ weeks for student teaching or internships. (Response limited to 8,000 characters)

Since the program revision in 2003, field and clinical experiences for the TIE program have been embedded in the required program coursework. (See the Program of Study for a list of required courses in the program.) Specifically, the following 3 semester hour (SH) courses include 1 SH of fieldwork (equal to 15 clock hours) that involves the application of course content directly to problems and issues of practice in K-12 schools or other settings:
TIE535 Instructional Design Foundations for Digital Age Learning Environments
TIE542 Digital Tools for Teaching, Learning and Assessment
TIE575 Leading Learning Technologies and Instructional Design with Shared Vision
TIE593 Research Seminar: The Role of Emerging Technologies in Teaching, Learning,
and Assessment

In total, TIE candidates must complete 4 SH_or 60 clock hours_of fieldwork in the program.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Q71710_TIE_Progam_of_Study_from_National_Louis_Catalog.pdf

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.
5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers(2)
2015-2016	46	9
2014-2015	56	13
2013-2014	59	9

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Refer to footnotes for clarification)

Faculty Member Name	Borthwick, Arlene
Highest Degree, Field, & University(3)	PhD in Curriculum & Instruction, Kent State University
Assignment: Indicate the role of the faculty member (4)	Associate Dean
Faculty Rank(5)	Professor
Tenure Track	þ YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Risberg, C., & Borthwick, A. (2010). School-university collaboration for technology integration: Resistance, risk-taking, and resilience. In J.J. Slater & R. Ravid (Eds.), Collaboration in Education (pp. 171-178). New York: Routledge. Borthwick, A., & Pierson, M. (Eds.) (2008). Transforming classroom practice: Professional development strategies in Educational technology. Eugene, OR: International Society for Technology in Education. Board of Directors, International Society for Technology in Education, 2010-2012.
Teaching or other professional experience in P-12 schools(9)	Digital Fabrication project with Baker Demonstration School, Evanston, Illinois (Spring 2010) Multimedia Authoring with two 3rd grade classes at Fishcreek Elementary School, Stow, Ohio (Spring 2006, sabbatical project) Multimedia Authoring with one 2nd grade class, one 3rd grade class, & one 4th grade class from three different Ohio school districts (bused to Research Center for Educational Technology at Kent State University) (Fall 2005, sabbatical project)

Faculty Member Name	Cunnningham, Craig
Highest Degree, Field, & University(3)	PhD in Philosophy of Curriculum, University of Chicago
Assignment: Indicate the role of the faculty member (4)	Technology in Education CAP Doctoral program Urban Teaching M.Ed. AUSL MAT Undergrad B.A. in education
Faculty Rank(5)	Associate Professor
Tenure Track	þ YES
Scholarship(6), Leadership in Professional Associations,	Board Member, John Dewey Society Author, Systems Thinking for Pragmatic Schooling: Toward Principles of Democratic Education (Palgrave, 2014)

and Service[7]:List up to 3 major contributions in the past 3 years[8]	Author, "The Digitalization of the University," chapter in Higher Education and Society, J. DeVitis and P. Sasso (eds) (Peter Lang, 2015)
Teaching or other professional experience in P-12 schools[9]	Technology consultant at Hillel Torah, Skokie, IL Consultant with Cohoma Agricultural High School, Mississippi

Faculty Member Name	Curda, Stephen
Highest Degree, Field, & University[3]	PhD in Instructional Technology, University of Oklahoma
Assignment: Indicate the role of the faculty member [4]	Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	*Presenter at AECT national Conference *Proposal reviewer for Quarterly Review of Distance Learning and AACTE Annual Conference *Attended NCATE and AACTE Conferences for the last two years
Teaching or other professional experience in P-12 schools[9]	Volunteered and led inservice training on technology integration for Baker Demonstration School and Central Elementary School

Faculty Member Name	Dipinto, Vito M.
Highest Degree, Field, & University[3]	Ed.D. Instructional Leadership NLU
Assignment: Indicate the role of the faculty member [4]	MAT El Ed, MAT sec ed. teach out health ed; special ed; csi doc program
Faculty Rank[5]	Associate Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Dipinto, Vo, Murphy, D., & Dipinto, A. (2014) Messin around: The role of play In middle level science education. International Journal of Liberal Arts and Social Science, 2(2), 55-66. Dipinto, V. & Dipinto, A. (2014) The thought experiment: Putting the A(rts) into STEM. presentation at NSTA Global STEM Summit Dipinto,V. Prill, F., Bean, An 7 Murphy, D. (2015) It's a gas: the Movie: Grades 8 12 students producing virtual labs. Presentation at NSTA National Conference
Teaching or other professional experience in P-12 schools[9]	Near North Montessori Baker Dem School

Faculty Member Name	Elkordy, Angela
Highest Degree, Field, & University[3]	PhD, Ed. Leadership with Instructional Technologies cognate, Eastern Michigan University
Assignment: Indicate the role of the faculty member	Educational Psychl. NCE GR Illinois teaching foundation or core courses (i.e.

(4)	ESR 505, EPS 541), there are several -
Faculty Rank(5)	Assistant professor
Tenure Track	YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Emerging Leaders program NLU, publishing (2 articles), service - reviewer for AERA, ISTE and NCPEA
Teaching or other professional experience in P-12 schools(9)	School principal (K-8) 2 years Director of Libraries and Instructional Resources (pre-K-12), 7 years Technology teacher (preK-HS), 2 years

Faculty Member Name	Gillespie-Dipinto, Anna
Highest Degree, Field, & University(3)	MAT in Elementary Education, NLU currently working on Ed.D. in Curriculum, Advocacy, and Policy
Assignment: Indicate the role of the faculty member (4)	Science Education NCE GR Illinois
Faculty Rank(5)	Adjunct
Tenure Track	YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Presented at NSTA in Chicago Member of Science Content Review Committee for Illinois Licensure
Teaching or other professional experience in P-12 schools(9)	Middle School Science 3-5 Elementary teacher

Faculty Member Name	Hansen, Randall
Highest Degree, Field, & University(3)	Ed.D., Educational Technology; Pepperdine University
Assignment: Indicate the role of the faculty member (4)	Program Coordinator
Faculty Rank(5)	Assistant Professor
Tenure Track	YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Borthwick, A., Hansen, R., Gray, L., & Ziemann, I (2008). Exploring essential * conditions: A commentary on Bull et al. (2008). Contemporary Issues in Technology and Teacher Education, 8(3). Developed TIE online program launched Summer 2010 Executive Board member and Conference Committee member, Illinois Computing Educators
Teaching or other professional experience in P-12 schools(9)	ESOL educator

Faculty Member Name	Kryzak, Linda
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member [4]	Faculty
Faculty Rank[5]	Adjunct Professor
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Scholarship: NLU TPACK Senate Faculty Development Project, Online Discussion Board Group. Professional Associations: Since my retirement in 2006, I have not continued my memberships in professional associations due to lack of financial resources. Community Service: ISBE, Surrogate Parent, Students with Special NeEdS in 1994-1999 ISBE, Quality Assurance Senior Reviewer , 1997 - 1999 Phi Delta Kappa, Newsletter Editor, 1989 Special Olympics, Volunteer, 1982 - 1985
Teaching or other professional experience in P-12 schools[9]	Teaching/Professional Experience: 1994-2006, Principal and Director of Instruction and Technology, Pre-K through 8th grade, Franklin Park School District 84, Franklin Park, IL. 1985-1994: Special Education Technical Assistance Supervisor, Pre-K through high school, Leyden Area Special Education Cooperative, Franklin Park, IL.

Faculty Member Name	Nicole Zumpano
Highest Degree, Field, & University[3]	Highest Degree: Masters, Technology in Education, NLU
Assignment: Indicate the role of the faculty member [4]	TIE courses as Instructor: 300, 535
Faculty Rank[5]	Adjunct
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Service: Illinois Computing Educator President, Past Board Member for Chicago Foundation for Education, Adjunct Dominican University
Teaching or other professional experience in P-12 schools[9]	Experience in P-12 school: Technology Coach in CPS elementary building (k-8) Type 3 elementary ed license, Type 10 technology specialist, Type 75 administrative certificate, Master Teacher status (National Board Certified Teacher)

Faculty Member Name	Russ Revzan
Highest Degree, Field, & University[3]	Masters-Instructional Design, University of Illinois, Chicago
Assignment: Indicate the role of the faculty member [4]	Adjunct, TIE, various undergraduate and graduate classes , TIE 300, 533, 544, 512, 575, 532
Faculty Rank[5]	Adjunct
Tenure Track	YES
Scholarship[6], Leadership in	

Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Member Illinois Computing Educators
Teaching or other professional experience in P-12 schools[9]	I coach teachers in k-12 schools on the integration of technology and curriculum.

Faculty Member Name	Wade, Rick
Highest Degree, Field, & University[3]	Ph.D., Education, University of Wisconsin - Milwaukee
Assignment: Indicate the role of the faculty member [4]	Elementary Education Early Childhood Education Secondary Education Educational Foundations & Inquiry
Faculty Rank[5]	Adjunct
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Self-published two course texts for use in Elementary Education, Secondary Education, and Educational Foundations & Inquiry
Teaching or other professional experience in P-12 schools[9]	Supervision of graduate students in elementary and middle grade schools

Faculty Member Name	Gray, Luch
Highest Degree, Field, & University[3]	M.Ed. Educational Technology, National Louis University
Assignment: Indicate the role of the faculty member [4]	teaching TIE 575, electives
Faculty Rank[5]	adjunct
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	ISTE ASCD
Teaching or other professional experience in P-12 schools[9]	Taught 8 years in CPS, 7 years at Lab, and worked at UEI and CEMSE for three years

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a 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.

(7) 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.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ISTE Technology Coach Standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: State Licensure test or other content-based assessment (required)	ISBE Technology Specialist Content-Area Test 178	Multiple-choice test administered by the state	Candidate selects date toward end of program or after graduation.
Assessment #2: Content knowledge in instructional/educational technology.(13) (required)	TIE Portfolio	Capstone portfolio encompassing all work completed in the program and professionally to demonstrate proficiency on standards	As students complete TIE 592 (at the end of the program)
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences (required)	Model Technology Integration Unit	Curriculum unit plan with a variety of technology tools and resources	As students complete TIE 542 (typically in middle of program)
Assessment #4: Assessment of internship/practicum, field or clinical experiences (required)	Professional Development Unit	Plan for web-based professional development experience	As students complete TIE 575 (typically in the last year of program)
Assessment #5: Candidate ability to support student learning (required)	Designing a Digital Age Learning Environment Using a 1:1, Online or Blended Approach	Project	As students complete TIE 525 (typically in the last year of program)
Assessment #6: Additional assessment that addresses the ISTE Technology Coach Standards (required)	Data-Based Decision-Making Project	Summary and analysis of school or district assessment practices and development of new data management tool	As students complete TIE 533 (typically in middle of program)
	Technology Use Project	Action-research project	

Assessment #7: Additional assessment that addresses the ISTE Technology Coach Standards (optional)			As students complete TIE 593 (typically at end of program)
Assessment #8: Additional assessment that addresses the ISTE Technology Coach Standards (optional)			

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

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

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

(13) Content knowledge for Technology Coaches can include knowledge of technology tools, technical knowledge, technology literacy, digital tools and resources, communication and collaboration tools, troubleshooting, assistive technology, existing and emerging technologies, operating systems, learning management systems, selecting and evaluating tools, infrastructure, networking, tech support, database management/warehousing etc.

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. Standard 1: Visionary Leadership
Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. Upon completion of the program:

	#1	#2	#3	#4	#5	#6	#7	#8
Element 1.1 Shared Vision Candidates contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students. *Element 1.2 Strategic Planning* Candidates contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels. *Element 1.3 Advocacy* Candidates advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines. *Element 1.4 Innovation and Change* Candidates implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.	☑	☑	☑	☐	☐	☐	☑	☐

2. Standard 2: Teaching, Learning, & Assessments
Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. Upon completion of the program:

	#1	#2	#3	#4	#5	#6	#7	#8	#5	#6	#7	#8
Element 2.1 Content Standards & Student Technology Standards Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.												

Element 2.2 Research-Based Learner-Centered Strategies Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students. *Element 2.3 Meaningful and Relevant Learning* Candidates coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience. *Element 2.4 Creativity, Higher-Order Thinking, and Mental Habits of Mind* Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation). *Element 2.5 Differentiation* Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐

Element 2.6 Instructional Design Principles Candidates coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced experiences. *Element 2.7 Assessment* Candidates coach teacher in and model effective use of technology tools and resources to continually assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.. *Element 2.8 Data Analysis* Candidates coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.												

3. Standard 3: Digital-Age Learning Environments
Technology coaches create and support effective digital-age learning environments to maximize the learning of all students. Upon completion of the program:

	#1	#2	#3	#4	#5	#6	#7	#8
Element 3.1 Classroom Management & Collaborative Learning Candidates model effective classroom management and collaborative learning strategies to maximize teacher and student use of and access to technology-rich learning environments. *Element 3.2 Managing Digital Tools and Resources* Candidates maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments. *Element 3.3 Online and Blended Learning* Candidates coach teachers in and model use of online and blended learning, digital content, and								

collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators. *Element 3.4 Adaptive and Assistive Technology* Candidates select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning. *Element 3.5 Basic Troubleshooting* Candidates troubleshoot basic software, hardware, and connectivity problems common in digital learning environments. *Element 3.6 Selecting & Evaluating Digital Tools & Resources* Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure. *Element 3.7 Communication and Collaboration* Candidates use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.	☑	☑	☐	☑	☑	☐	☐	☐

4. Standard 4: Professional Development & Program Evaluation
Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning. Upon completion of the program:

	#1	#2	#3	#4	#5	#6	#7	#8
Element 4.1 Needs Assessment Candidates conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning. *Element 4.2 Professional Learning* Candidates design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment. *Element 4.3 Program Evaluation*	☑	☐	☑	☐	☐	☐	☑	☐

Candidates evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.									

5. Standard 5: Digital Citizenship
Technology coaches model and promote digital citizenship.

	#1	#2	#3	#4	#5	#6	#7	#8
Element 5.1 Digital Equity Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. *Element 5.2 Safe, Healthy, Legal and Ethical Use* Candidates model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies. *Element 5.3 Diversity, Cultural Understanding, and Global Awareness* Candidates model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.	☑	☑	☐	☑	☐	☐	☑	☐

6. Standard 6: Content Knowledge and Professional Growth
Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

	#1	#2	#3	#4	#5	#6	#7	#8
Element 6.1 Content, Pedagogical, and Technical Knowledge Candidates engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T. *Element 6.2 Professional Knowledge* Candidates engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice.	☑	☑	☐	☐	☐	☐	☑	☐

Element 6.3 Reflection Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.								

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments, scoring guides/rubric and data reported should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:
(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number,
title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title,
and/or standard wording;

and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.
The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. *(Required)* CONTENT KNOWLEDGE:

   State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another content assessment

must be presented to document candidates' attainment of content knowledge.

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

TIE SPA REPORT Assessment 1 Narrative and Data.docx

See Attachment panel below.

2. *(Required)* CONTENT KNOWLEDGE:

Assessment of content knowledge in instructional/educational technology. Content knowledge can include knowledge of technology tools, technical knowledge, technology literacy, digital tools and resources, communication and collaboration tools, troubleshooting, assistive technology, existing and emerging technologies, operating systems, learning management systems, selecting and evaluating tools, infrastructure, networking, tech support, database management/warehousing, etc. Examples of assessments may include, but are not limited to, comprehensive examinations, GPAs or grades(14), portfolio or independent product within portfolio(15), and field-based practicum experiences. (Standards 1-6)

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

Assessment 2 TIE 592 Portfolio narrative and data.docx

See Attachment panel below.

(14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the ISTE Technology Coach standards.

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

3. *(Required)* PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

Assessment that demonstrates candidates can effectively plan technology-enhanced learning experiences. Pedagogical Knowledge can include how to use technology to teach, technology integration, TPACK, instructional strategies, content standards, technology standards, best practices, differentiation, higher order thinking, creativity, constructivism, problem-based, inquiry-based, assessment, engaged learning, instructional design, classroom management, and collaborative learning, etc. Professional Knowledge can include change process, leadership, project management, vision, data analysis, communication and collaboration, digital equity, safe, healthy, legal and ethical issues, diversity, cultural understanding, global awareness, budgeting/funding, procurement, partnerships, policies, organizational skills, learning communities, human resources, contracts, professional learning, program evaluation, needs assessments, adult learning, reflection, advocacy, strategic planning, coaching, project management, and relationships, etc. Examples of assessments may include, but are not limited to, the development of technology-enhanced lesson plans, projects, assignments and/or activities.

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

Assessment 3 TIE 542 Model Technology Integration Unit narrative and data.docx

See Attachment panel below.

4. *(Required)* PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

Assessment of internship/practicum, field or clinical experiences. Pedagogical Knowledge can include how to use technology to teach, technology integration, TPACK, instructional strategies, content standards, technology standards, best practices, differentiation, higher order thinking, creativity, constructivism, problem-based, inquiry-based, assessment, engaged learning, instructional design, classroom management, and collaborative learning, etc. Professional Knowledge can include change process, leadership, project management, vision, data analysis, communication and collaboration, digital equity, safe, healthy, legal and ethical issues, diversity, cultural understanding, global awareness, budgeting/funding, procurement, partnerships, policies, organizational skills, learning communities, human resources, contracts, professional learning, program evaluation, needs

assessments, adult learning, reflection, advocacy, strategic planning, coaching, project management, and relationships, etc. Examples of assessments may include, but are not limited to, contributing to the development of a technology plan, modeling a lesson for other teachers, managing and/or troubleshooting digital tools or resources, delivering and/or evaluating professional learning, and selecting and evaluating digital tools and resources.

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

Assessment 4 TIE 575 Web-based professional development project narrative and data.docx

See Attachment panel below.

5. *(Required)* FOCUS ON STUDENT LEARNING:

Assessment that demonstrates candidates' ability to support student learning (e.g., create positive student learning environments). Examples of assessments may include, but are not limited to, student work samples, independent products from a portfolio, data overviews, collection and analysis of student learning data and follow up action plans, action research projects, professional learning.(16)

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

Assessment 5 TIE 525 Digital Learning Environment narrative and data.docx

See Attachment panel below.

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

6. *(Required)*

Additional assessment that addresses ISTE's Technology Coach standards. Examples of assessments may include, but are not limited to, field/clinical experiences, case studies, and portfolio and independent products from portfolio.

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

Assessment 6 TIE 533 Databased Decision Making project narrative and data.docx

See Attachment panel below.

7. *(Optional)*

Additional assessment that addresses ISTE's Technology Coach standards. Examples of assessments may include, but are not limited to, field/clinical experiences, case studies, and portfolio and independent products from portfolio.

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

Assessment 7 TIE 593 Technology Use Project narrative and data.docx

See Attachment panel below.

8. *(Optional)*

Additional assessment that addresses ISTE's Technology Coach standards. Examples of assessments may include, but are not limited to, field/clinical experiences, case studies, and portfolio and independent products from portfolio.

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

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

   (Response limited to 12,000 characters)

A major TIE program re-design is currently under way. This revision has two major aspects. The first is the use of the ISTE Technology Coach standards instead of the older Technology Facilitator standards. The second is the separation of the program into two strands: one intended for the preparation of technology coaches (and hence, specifically aligned to the Technology Coach standards), and one intended for classroom teachers and other who wish to focus on the integration of technology into their own teaching (rather than the facilitation of other teachers).
The reason for the first of these aspects is that the Technology Facilitator standards were replaced by the Technology Coach standards four years ago. ISTE's development of the newer standards reflects changes in thinking about the role of the technology coach and incorporation of new ways of thinking about technology integration and new tools. Our revision of the technology coach strand takes these considerations into account.

The reason for the second of these aspects is an outcome of the analysis of our student data and response to the changing nature of ISTE recommendations and standards. Candidates in the Learning Technologies programs, have two primarily purposes for entering into our program. Many of our candidates, in recent years,have been primarily interested in improving their own use of technology in their own classrooms. For these candidates, some of the courses and content of the TIE program have been of less interest. These candidates are not really interested in facilitating the activities and learningof other teachers, and are unlikely to pursue certification as a Technology Specialist. For them, we are creating a new strand focuses on teaching and learning. This will allow the strand of courses developed for the technology coaches to be more closely aligned with the Technology Coach standards, and to successfully implement the more demanding curriculum required to meet ISTE Technology Coach standards. The need for the specialization and two track system became clear when we reviewed the evidence of student achievement and interest in our course work.

The program of study included in Section I of this report is the NEW program design. An examination of the two strands described there will be useful in understanding the goals of the TIE program. Currently, the ISBE Technology Specialist standards for IL certification and the ISTE Teachers standards are being revised. We plan to align our curricula with the new standards next year.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

Please click "Next"

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