

NATIONAL RECOGNITION REPORT

Preparation of Technology Facilitation Teachers (Initial Endorsement)

Southeastern Louisiana University
August 30, 2007

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

This report is in response to a(n):

- Initial Review
 Revised Report
 Response to Conditions

Program(s) Covered by this Review:	Program Type	Award or Degree Level(s)
Technology Facilitator Advanced	Other School Personnel	Master's

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
 Nationally recognized with conditions
 Not nationally recognized

A.2—Test Results (from information supplied in Assessment #1, if applicable)

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

- Yes
 No
 Not applicable
 Not able to determine

A.3—Summary of Strengths:

Candidates have multiple opportunities to learn and demonstrate a broad range of skills and abilities related to educational technology.

Action research is planned and implemented and the results are used to inform instruction.

PART B—STATUS OF MEETING SPA STANDARDS

M = Met NM = Not Met

<p style="text-align: center;">ISTE Standards (Technology Facilitator)</p>	<p style="text-align: center;">Master's</p>
<p>TF-I. Technology Operations and Concepts. Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:</p>	
<p>A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers).</p>	
<p>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.</p>	<p style="text-align: center;">NOT MET</p>
<p>2. Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.</p>	
<p>Comment: While candidates gain in depth personal knowledge and understanding, there us no evidence that candidates assist teachers.</p>	
<p>B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies</p>	
<p>1. Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.</p>	<p style="text-align: center;">MET</p>
<p>Comment: It appears that this is demonstrated through projects and units. The information provided with this submission is rather vague at best.</p>	
<p>SUMMARY RATING FOR STANDARD I. NOT MET</p>	
<p>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:</p>	
<p>A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</p>	
<p>1. Provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.</p>	<p style="text-align: center;">NOT MET</p>
<p>2. Consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.</p>	
<p>3. Assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.</p>	
<p>Comment: This assessment activity should occur in professional development plan that is designed. However, there is no indication that the plan is implemented. This program seems to focus on candidates' skills and individual projects rather than on developing and using facilitation skills, a major portion of which is providing a variety of types of assistance to teachers.</p>	
<p>B. Apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	
<p>I. Assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p style="text-align: center;">NOT MET</p>
<p>Comment: Assessments on unit design and action research project appear to meet this standard as it relates to the candidate's skill. However, they do not appear to measure how this is accomplished with a group of teachers.</p>	
<p>C. Identify and locate technology resources and evaluate them for accuracy and suitability.</p>	

ISTE Standards (Technology Facilitator)	Master's
1. Assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.	NOT MET
2. Model technology integration using resources that reflect content standards.	
Comment: It could be argued that this area is modeled through design of units and professional development plan. But these assessments do not address how it could be used to assist teachers or measure the candidate's skill in assisting teachers.	
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.	NOT MET
Comment: Could be addressed in professional development plan but there is no evidence that the plan is implemented. Candidates in this program do not assist teachers.	
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.	NOT MET
Comment: On the surface the assessments provided appear to measure the candidate's ability to meet this standard with the data provided. However, evidence of how this service is provided to teachers is not found.	
F. Identify and apply instructional design principles associated with the development of technology resources.	
1. Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.	NOT MET
Comment: The assessments provided appear to measure the candidate's ability to meet this standard. But these assessments do not measure the candidate's skill in assisting teachers.	
SUMMARY RATING FOR STANDARD II. NOT MET	
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).	MET
2. Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	
3. Use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).	
4. Use methods and strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students).	
5. Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.	
6. Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.	
7. Use methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.	
Comment: Minimally met. Assessments provided do not directly refer to the NETS for Students standards in the data provided. Candidates do not provide a focus on assessment of student learning.	

ISTE Standards (Technology Facilitator)	Master's
B. Use technology to support learner-centered strategies that address the diverse needs of students.	
I. Use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.	NOT MET
Comment: No evidence of adaptive and assistive technology resources is provided, although support for diverse learners is mentioned.	
C. Apply technology to demonstrate students' higher order skills and creativity.	
I. Use methods and facilitate strategies for teaching problem solving principles and skills using technology resources.	MET
Comment: This is inferred from the rubric for units but on-site verification is required.	
D. Manage student-learning activities in a technology-enhanced environment.	
I. Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.	NOT MET
Comment: It was not evident that this is included in the assessments.	
E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.	
I. Describe and identify curricular methods and strategies that are aligned with district/region/state/national content and technology standards.	MET
2. Use major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	
Comment: Not clear but probably addressed in the professional development plan and the action research project.	
SUMMARY RATING FOR STANDARD III.	MET
TF-IV. Assessment and Evaluation. Educational Technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:	
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	
I. Model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques.	NOT MET
2. Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data.	
Comment: No evidence of assisting teachers. Variety of assessment techniques was not described. Assume modeling is accomplished through design of instruction. Needs to be verified during on-site visit.	
B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	
I. 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.	NOT MET
Comment: No evidence of how this is accomplished (no evidence of guiding teachers).	
C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning	
I. Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.	NOT MET
2. Examine and apply the results of a research project that includes evaluating the use of a specific technology in a P-12 environment.	
Comment: No evidence of assisting teachers. It is not clear how any findings are shared with teachers.	

ISTE Standards (Technology Facilitator)	Master's
SUMMARY RATING FOR STANDARD IV.	NOT MET
TF-V. Productivity and Professional Practice. Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:	
A. Use technology resources to engage in ongoing professional development and lifelong learning.	
1. Identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology.	MET
2. Disseminate information on district-wide policies for professional growth opportunities for staff, faculty, and administrators.	
Comment: The evidence of implementation and dissemination is unclear.	
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	
1. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	MET
Comment: There is evidence of this through action research project, faculty development plan, and units.	
C. Apply technology to increase productivity.	
1. Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.	NOT MET
2. Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products.	
3. Demonstrate the use of specific-purpose electronic devices (such as graphing calculators, language translators, scientific probeware, or electronic thesaurus) in content areas.	
4. Use a variety of distance learning systems and use at least one to support personal and professional development.	
5. Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.	
6. Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.	
7. Use examples of emerging programming, authoring, or problem solving environments that support personal and professional development.	
8. Set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in P-12 schools.	
Comment: The assessments provided may measure how the individual can be assessed in meeting this part. It is not clear how the candidate's ability to facilitate others to accomplish the parts of this section can be assessed.	
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.	MET
2. Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and web browsers.	
3. Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.	

ISTE Standards (Technology Facilitator)	Master's
4. Design and maintain Web pages and sites that support communication between the school and community.	
Comment: Not clear that item 1 is met.	
SUMMARY RATING FOR STANDARD V. MET	
TF-VI. Social, Ethical, Legal, and Human Issues. Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:	
A. Model and teach legal and ethical practice related to technology use.	
1. Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.	NOT MET
2. Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.	
Comment: No evidence of implementing professional development or assisting teachers with the indicated skills.	
B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	
1. Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	NOT MET
2. Identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.	
Comment: No evidence of implementing professional development. The assessments may measure how a candidate would meet these skills as an individual. It is not clear how or if the candidate's ability to facilitate teachers to accomplish the skills outlined in this section is measured.	
C. Identify and use technology resources that affirm diversity.	
1. Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.	NOT MET
Comment: The assessments may measure how a candidate would meet these skills as an individual. It is not clear how or if the candidate's ability to facilitate teachers to accomplish the skills outlined in this section is measured.	
D. Promote safe and healthy use of technology resources.	
1. Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.	NOT MET
Comment: None of the assessments associated with this part appear to address safe and healthy use. It is not clear how candidates assist teachers in this area.	
E. Facilitate equitable access to technology resources for all students.	
1. Develop a summary of effective school policies and classroom management strategies for achieving equitable access to technology resources for students and teachers.	MET
Comment:	
SUMMARY RATING FOR STANDARD VI. NOT MET	
TF-VII. Procedures, Policies, Planning and Budgeting for Technology Environments. Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools. Educational technology facilitators:	
A. Use the school technology facilities and resources to implement classroom instruction.	

<p style="text-align: center;">ISTE Standards (Technology Facilitator)</p>	<p style="text-align: center;">Master's</p>
<p>1. Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.</p>	NOT MET
<p>2. Use local mass storage devices and media to store and retrieve information and resources.</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>Comment: The provided assessments examine knowledge of the above for an individual. They do not assess the candidate's ability to actually perform these activities, a must for a technology facilitator.</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>	MET
<p>2. Discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.</p>	
<p>3. Discuss and apply procedures related to troubleshooting and preventive maintenance on technology infrastructure.</p>	
<p>4. Apply current information involving facilities planning issues and computer related technologies.</p>	
<p>5. Suggest policies and procedures concerning staging, scheduling, and security for managing computers/ technology in a variety of school/laboratory/classroom settings.</p>	
<p>6. Use distance and online learning facilities.</p>	
<p>7. Describe and identify recommended specifications for purchasing technology systems in school settings.</p>	
<p>Comment: Evidence for most of the indicators can be found in the assessments.</p>	
<p>C. Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.</p>	
<p>1. Support technology professional development at the building/school level utilizing adult learning theory.</p>	MET
<p>Comment: Cannot verify that adult learning theory is used. A professional development plan is designed. How it is 'supported' or implemented is not clear.</p>	
<p>SUMMARY RATING FOR STANDARD VII. MET</p>	
<p>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:</p>	

ISTE Standards (Technology Facilitator)	Master's
A. Utilize school technology facilities and resources to implement classroom instruction.	
I. Discuss and evaluate current research in educational technology.	MET
Comment: It is not clear that the candidate facilitates this in a group process at the building level.	
B. Apply strategies for and knowledge of issues related to managing the change process in schools.	
I. Discuss the history of technology use in schools.	NOT MET
Comment: This may be addressed in one of the Master's level courses but there is no evidence in the assessments provided.	
C. Apply effective group process skills.	
I. Discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.	NOT MET
Comment: Not addressed.	
D. Lead in the development and evaluation of district technology planning and implementation.	
1. Participate in cooperative group processes and identify the processes that were effective.	MET
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.	
Comment: However, the projects are site based rather than district based.	
SUMMARY RATING FOR STANDARD VIII.	
NOT MET	

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

NOTE: *There is a discrepancy in the order of the assessments that are listed in Section II and in Section IV. For the purpose of this response the order in Section IV is used.*

C.1—Candidates' knowledge of content

Assessment #1: Program entry screening and Entry Level Interview. This assessment includes an admission rubric with general criteria for entrance to the program and an interview. The admission rubric does not show how this assessment measures what it claims to measure. The report states that the interview determines level of technology skill but the interview questions are not included in the report. It is not clear whether this assessment determines content knowledge. There are no data for this assessment. It does not appear to address Standards I-A, B.

Assessment #2: Instructional Technology Website and Software Project

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

Assessment #3: Distance Education Instructional Unit

Assessment #4: School Site Networking and Infrastructure Project

Assessment #6: Action Research Project

Assessment #7: Electronic Portfolio

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

Assessment #5: School Site Technology Plan including Curriculum and Instruction Strategies and Faculty Development Plan

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

The data provided do not specifically address assessments. Data indicate how many of the candidates taking a specific course successfully complete the course. While the course includes the assessment, completing the course entails more than the assessment. Therefore, it cannot be determined how many candidates performed at standard (or what the standard was) for each assessment.

This program provides minimal evidence that assessment results were used. Individual course projects and the defense of a formal portfolio are reviewed and analyzed to improve candidate and program performance. How the data and the review and analysis are used to measure and improve the candidate's ability to facilitate use is not clear.

PART E—AREAS FOR CONSIDERATION

1. Rework the assessments to show how the candidate's ability to actually facilitate the various standards (when required) is measured.
2. Candidates worked with PreK-12 students in the action research assessment and analyzed the results of the student work. Although suggestions for lessons/units and assessments are included, there could be more interaction of the candidates with PreK-12 students to determine the impact of their instruction on student learning. This might be occurring but it is not evident in the assessment provided.
3. Report data to show the standard of achievement for each assessment and the number of students that performed at standard.
4. For some of the assessments it is difficult to tell what the final product for an assessment will be because the description of the assessment is too vague.
5. The same rubric is used for the website project and the distance education instruction unit. From the descriptions given for these projects it seems that the rubric is not appropriate for both of the assessments.

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in Parts B-E:

There is a difference in numbering of the assessments between Sections II and IV. It is not clear if the assessments referred to in the chart in Section III refer to the order of assessments in Section II or Section IV. Therefore, the assessment numbers were not specifically referred to in the comments. The same assessments and rubrics are used for both the facilitator and leader endorsements. The assessments are not specific enough to adequately address the standards for either of the endorsements. It appears that candidates only need to take three courses to get an Educational Technology Facilitator endorsement. Half of the items listed as assessments are not included in required courses for this program and there is no indication the candidates even take all the courses. They take the additional courses to get an Educational Technology Leadership endorsement. The courses are part of the Master's degree program but nowhere does it indicate that candidates have to complete the Master's degree to get either of the additional endorsements on their teaching certificate.

Who qualifies for certification and at what point in the program?

Can candidates get a certificate before they complete the program with a Master's degree?

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

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Program is not nationally recognized. Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the NCATE accreditation visit is held, unless a revised program report is submitted in or before that semester.

Subsequent action by the institution: A revised report, addressing unmet standards, may be submitted no later than 18 months from the date of this report (see below for the range of submission dates possible for a revised report).

NCATE will accept a revised report to meet any one of the following deadlines, and suggests that programs do not submit a revised report until they have fully addressed all concerns noted in this review. (Some states, however, may require the program to resubmit sooner. Please contact your state if there is a question about the state requirement for resubmission.) The NCATE deadlines for submission of a revised report for this program are **Sept. 15, 2007***; **February 1, 2008**; **April 15, 2008**; **September 15, 2008**; or **February 1, 2009**. The institution should notify NCATE that it plans to submit a revised report at least one month before the report is due.

After **February 1, 2009**, NCATE will not accept a revised report based on this submission. However, the institution may submit a new program report (rather than a revised report) addressing all standards, at either Feb. 1 or Sept. 15 of a calendar year (submission dates for new program reports). In states that require NCATE program review, another program report must be submitted before the next NCATE accreditation visit.

****Due to the late transmission of this report, the institution may request a delay until November 1, 2007 if it plans to submit a revised report this fall. Please contact Monique Thomason at NCATE, monique@ncate.org, if you plan to submit a report by November 1, 2007.***