Standard 3 – Links & Attachments

In 3a.1 – Exhibit 4.9b - Shared Drive for Field Experiences, Teaching Assistantships, Student Teaching
http://www.niagara.edu/assets/assets/ncate/Standard4/9/4.9b-Student-Teaching-Shared-Drive.pdf

In 3a.1 – Exhibit 3.1x1 - 2006-2007 – Field Experience Committee Annual Report

Attachment 1 – in 3a.1 - Commitment of Resources by the Professional Community in the Field
Attachment 3 – in 3a.3 – Roles of the Unit and its Partners

In 3b.4 – Exhibit 2.1x6 – 2008-2009 – Planning and Evaluation Committee Annual Report - Part A

In 3b.4 – Exhibit 3.7a – Student Teaching Evaluations
http://www.niagara.edu/student-teaching-forms/

In 3b.5 – Exhibit 3.7b - Clinical Faculty/School Based Faculty Evaluation
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.7b-Clinical-FacultySchool-Based-Faculty-Evaluation.pdf

In 3b.6 – Exhibit 3.3a – Co-operating Teacher Package (Student Teaching Handbook, Student Teaching Evaluation Form, School Based Faculty Evaluation)
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3a-Co-operating-Teacher-Package-for-Student-Teaching.pdf

In 3b.6 – Exhibit 3.3b – Three Phases of Field Experience Prepared for Co-operating/ Associate Teachers
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3b-Three-Phases-of-Field-Experience-Prepared-for-Co-operating-Associate-Teachers.pdf

In 3b.6 – Exhibit 3.3c – Literacy Instruction School Based Faculty Packet
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3c-Literacy-Instruction-School-Based-Faculty-Packet.pdf

In 3b.6 – Exhibit 3.3d – School Psychology School Based Faculty Packet
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3d-School-Psychology-School-Based-Faculty-Packet.pdf

In 3b.6 – Exhibit 3.3e – Special Education School Based Faculty Packet
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3e-Special-Education-School-Based-Faculty-Packet.pdf

In 3b.6 – Exhibit 3.3f – Educational Leadership School Based Faculty Guide
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3f-Educational-Leadership-School-Based-Faculty-Guide.pdf

In 3b.6 – Exhibit 3.3g – School Counseling School Based Faculty Packet
http://www.niagara.edu/assets/assets/ncate/Standard3/3/3.3g-School-Counseling-School-Based-Faculty-Packet.pdf
Attachment 4 – in 3b.4 – EDU 558 – Using Literacy Technology
Attachment 5 – in 3b.4 – EDU 700 – Educational and Assistive Technology

In 3c.4 – Exhibit 2.1x6 - 2008-2009 Annual Report Part A, Dispositions Data, p.17

In 3c.5 – Exhibit 3.5a - 2009-2010 Student Teaching Handbook, p. 36-37

Attachment 6 – in 3b.8 – Student Evaluation of Seminar Courses
Attachment 7 – in 3c.1 - Eligible and Completed Data Chart
ATTACHMENT #1
<table>
<thead>
<tr>
<th>District/school</th>
<th>Transportation Provided to/from NU</th>
<th>NU included</th>
<th>Use of District Facilities/On site courses/shared services</th>
<th>Training and use of student data/assessment systems</th>
<th>Use of technology</th>
<th>Included in school/district professional development opportunities</th>
<th>Included in faculty meetings/community events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niagara Falls – City</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
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<tr>
<td>Buffalo – City</td>
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<td>XXX</td>
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<td>XXX</td>
</tr>
<tr>
<td>Lockport – City</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
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<td>XXX</td>
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<td>North Tonawanda - City</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
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<td>XXX</td>
<td>XXX</td>
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</tr>
<tr>
<td>Cheektowaga - City</td>
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<td>XXX</td>
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<td>XXX</td>
</tr>
<tr>
<td>Cleve-Hill - suburban</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Lewiston-Porter Central - suburban</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Niagara Wheatfield Central – rural/suburban</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Newfane – rural</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
</tbody>
</table>
ATTACHMENT #2
INNOVATION and REFORM in Teacher Preparation

AACTE’s 5th Annual Day on the Hill • June 17-18, 2009
Innovation or Reform Area: Clinical Preparation

Funding: 2004-2009, U.S. Department of Education Teacher Quality Enhancement Grant, $3.5 million

Description: This Teacher Quality Enhancement (TQE) grant initiative has provided an embedded and sustainable professional development model that produces student achievement gains in grades Pre-K to 12 and has led to systemic change on the delivery of professional development. The success of the TQE model has been in putting all the pieces together, using proven research-based strategies, data-driven needs, multiple forms of assessment, teacher recruitment and retention across the school district, and balanced professional development in literacy and content areas. Another important component has been a consistency of Niagara University faculty and the hiring of school district personnel as adjunct faculty delivering specially designed graduate-level course work (16 new courses) based on school district data and standardized test scores. Over the last 5 years, in-service teachers (grades P-12) have had opportunities to participate in 50 hours of professional development annually. The first year focused on literacy, the second through fourth years on literacy integrated into all content areas, and the final year on integration across the curriculum.

The TQE model has three major components: (a) graduate-level courses based on a 45-hour model—15 hours working with university faculty, 15 hours of classroom application, and 15 hours of implementation and assessment; (b) teacher cohorts engage in a weeklong summer institute and biweekly meetings throughout the school year; and (c) preservice candidates in the College of Education are placed with TQE teacher cohorts in the fall and spring for both their teaching assistantship and first student teaching placement, and they receive 8 hours of training in the school district’s literacy program.

Outcome Data: The culminating outcome of this project is the 22 teacher leaders completing an Advanced Certificate of Study, comprising 18 graduate hours (grades Pre-K to 12) in all of the Niagara Falls School District’s 11 schools. Other pertinent data include the following:

- **Total number of participating teachers:** 500 out of 640 teachers for a 78% participation rate
- **Total number of participating preservice candidates:** 113
- **The model of placing preservice candidates over two semesters in the same classroom produced a 96% satisfaction rate from cooperating TQE cohort teachers.**
- **Sixteen new NU graduate courses were developed for Niagara Falls teachers over a 5-year period.**

### Grades 1-8 DRA Passing Rate and Subject Averages at 10, 20, 30, and 40 Weeks by TQE Served Status, 2006-2007

<table>
<thead>
<tr>
<th>Grades 1-8 subject</th>
<th>10 weeks % at or above standard</th>
<th>20 weeks % at or above standard</th>
<th>30 weeks % at or above standard</th>
<th>40 weeks % at or above standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not TQE directly served</td>
<td>TQE served</td>
<td>Not TQE directly served</td>
<td>TQE served</td>
</tr>
<tr>
<td>ELA district benchmarks (DRA)</td>
<td>64</td>
<td>66</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>ELA grades</td>
<td>84</td>
<td>80</td>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>Math grades</td>
<td>80</td>
<td>77</td>
<td>72</td>
<td>57</td>
</tr>
<tr>
<td>Social studies grades</td>
<td>85</td>
<td>91</td>
<td>83</td>
<td>91</td>
</tr>
</tbody>
</table>
Grades 9-12 Subject Averages at 10, 20, 30, and 40 Weeks by TQE Served Status, 2006-2007

<table>
<thead>
<tr>
<th>Grades 9-12 subject</th>
<th>10 weeks % at or above standard</th>
<th>20 weeks % at or above standard</th>
<th>30 weeks % at or above standard</th>
<th>40 weeks % at or above standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not TQE directly served</td>
<td>TQE served</td>
<td>Not TQE directly served</td>
<td>TQE served</td>
</tr>
<tr>
<td>ELA grades</td>
<td>86</td>
<td>81</td>
<td>85</td>
<td>83</td>
</tr>
<tr>
<td>Math grades</td>
<td>85</td>
<td>82</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>Social studies grades</td>
<td>81</td>
<td>78</td>
<td>76</td>
<td>73</td>
</tr>
</tbody>
</table>

**Anticipated Long-Term Impact:** The program has resulted in the City of Niagara Falls School District teachers receiving balanced professional development in both content areas and teacher leadership. The school district will have 22 teacher leaders to serve as curriculum specialists and turn key trainers at all grade levels, content areas, and in special education. This model provides for sustainability and continuity of professional development with a mentoring and coaching model used throughout the school district. The various areas of teacher expertise can be shared among buildings. The long range plan is for the teacher leader to participate in a week long summer institute annually with Niagara University faculty providing new research-based strategies and evolving issues around closing the student achievement gap.

**Contact:** Patricia Wrobel, College of Education, Assistant Dean for External Relations (pwrobel@niagara.edu)
Innovation or Reform Area: Math/Science

Funding: U.S. Department of Education, Title IIB, NCLB, Math and Science Partnership Grant

Description: Niagara Falls City School District (NFCSD) and Niagara University have received a Federal, Title IIB Mathematics and Science Partnerships (MSP) grant that is administered by the New York State Education Department. The Futures in STEM grant is a quasieperimental design that serves one half of the NFCSD: four elementary schools, one preparatory school, and two of the houses at Niagara Falls High School. The STEM cohort is comprised of 215 participants out of the school district's 640 employees. The participating teachers are required to complete 60 hours of embedded professional development yearly over the 3-year grant cycle. Forty-one of those teachers have opted to take 18 graduate credit hours to become MST Content Specialists.

Outcome Data: Science and Math Instructional coaches were trained and placed in each of the participating schools to provide embedded professional development. The STEM initiative has allowed the school district to create a comprehensive STEM web site highlighting district curriculum maps, technology resources, suggested lesson plans that correlate to learning standards, and links to coach web pages. Niagara University has developed a MST (Math, Science, Technology) Master's Degree Program, which will allow these 41 teachers to pursue the master's degree and become teacher leaders in their respective schools. Teacher pre- and postprogram assessments are done annually to establish baseline data for professional development. The grant has facilitated pedagogical changes in the delivery of STEM content by its teachers and has created two STEM courses for students at Niagara Falls High School that offer strands in career awareness, higher level thinking skills, and problem solving. Teachers integrating inquiry-based practices, real-life applications, and hands-on manipulatives have made teaching math, science, and technology more relevant and meaningful. What makes this program different is that the partnership is building capacity from within while creating a sustainable STEM program for the future.

Under the 3-year grant funding beginning 2007-2008, STEM participating teachers will receive 18 graduate credits. To date, 41 teachers have received 12 graduate credits in MST integration. The teacher retention in the program is 93%. Also under the grant, a minimum of 200 teachers annually receive 60 hours of embedded professional development consisting of 30 hours at the district level and 30 hours at the school building level. The teacher retention rate is 98.6%.

Number of Participants, 2007-2008 and 2008-2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MST content specialists</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>Overall STEM cohort</td>
<td>218</td>
<td>215</td>
</tr>
</tbody>
</table>
Anticipated Long-Term Impact: The Futures in STEM initiative has produced systemic change in bringing inquiry-based practices into an integrated teaching and learning environment. Each of the participating schools will be equipped with teachers who have expanded their content knowledge in science and mathematics, integrated literacy strategies into all STEM content, and use technology as a vital instructional tool. Through the support of an instructional coach model for professional development, teachers who may not have had a preference for science content have become more comfortable and have transitioned to teaching science as an investigation, expanding their knowledge and experimenting with new teaching strategies. The science and math instructional coaches have offered training in science and math content, inquiry processes, the workshop model for instruction, MST integration, engineering design, Smartboard technology, bioinformatics, and various district-wide technology initiatives—school supplies, kidspiration, webquests, moviemaker, PASCO probeware, and forensic science, to name a few.

Contact: Patricia Wrobel, College of Education, Assistant Dean for External Relations (pwrobel@niagara.edu); Debra A. Colley, Dean, College of Education (dcolley@niagara.edu); Cynthia Bianco, Superintendent, Niagara Falls City School District (cbianco@nfschools.net)
ATTACHMENT #3
### Niagara University - College of Education

**Undergraduate/Graduate Field Experiences Chart**

<table>
<thead>
<tr>
<th>Unit and school partners</th>
<th>How are candidates placed?</th>
<th>Where are candidates placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and Serve</td>
<td>Placements are identified in local schools and educational communities in the candidate’s area of concentration. The Field Experience Office Coordinator works either with the District Placement Coordinator, or contacts individual principals, as determined by district protocol for placing teacher candidates. Placement data in high needs schools is reported in Annual Planning and Evaluation Report Part A: Unit Indicators 2008-2009; Culminating Practicum in High Needs Schools: Placement Data (2004-2009) p.10, (Exhibit 2.1x6).</td>
<td>Candidates are placed by the Learn and Serve Office with input from the candidates regarding location and practicality (e.g., transportation needs).</td>
</tr>
<tr>
<td>Teaching Assistantship</td>
<td>Placements are identified in local schools and educational agencies in the candidate’s area of concentration. The Field Experience Office Coordinator works either with the District Placement Coordinator, or contacts individual principals, as determined by district protocol for placing teacher candidates. Placement data in high needs schools is reported in Annual Planning and Evaluation Report Part A: Unit Indicators 2008-2009; Culminating Practicum in High Needs Schools: Placement Data (2004-2009) p.10, (Exhibit 2.1x6).</td>
<td>The unit’s partners are 22 local school districts comprised of inner city, urban, rural, and suburban settings. Candidates may submit a request to student teach in a school district out of the area with proper approvals.</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Placements are identified in local schools and educational agencies in the candidate’s area of concentration. The Field Experience Office Coordinator works either with the District Placement Coordinator, or contacts individual principals, as determined by district protocol for placing teacher candidates. Placement data in high needs schools is reported in Annual Planning and Evaluation Report Part A: Unit Indicators 2008-2009; Culminating Practicum in High Needs Schools: Placement Data (2004-2009) p.10, (Exhibit 2.1x6).</td>
<td>The unit’s partners are 22 local school districts comprised of inner city, urban, rural, and suburban settings. Candidates may submit a request to student teach in a school district out of the area with proper approvals.</td>
</tr>
<tr>
<td>Advanced Programs - Practicum/Internships Literacy</td>
<td>Course-based field experiences are largely arranged by the candidates who are themselves practicing teachers. Candidates not holding full-time school-based positions are placed on an individualized basis with the assistance of the Literacy Program Supervisor. School-based mentors must hold a Master’s Degree in Literacy and be a tenured teacher. The practicum supervisor complete 3 of the four observations and receive weekly and monthly logs kept by the candidate, and the Literacy Program Supervisor completes one observation.</td>
<td>Candidates are placed in a variety of school districts in diverse settings.</td>
</tr>
<tr>
<td>Program</td>
<td>Details</td>
<td>Candidates are placed</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Special Education</td>
<td>Course-based field experiences are largely arranged by the candidates who are themselves practicing teachers. Candidates not holding full-time school-based positions are placed on an individualized basis with the assistance of the Special Education Program Supervisor. School-based mentors must hold a Master’s Degree in Special Education and be a tenured teacher. The practicum supervisor does 3 of the four observations and receives weekly and monthly logs kept by the candidate, and the Special Education Program Supervisor completes one observation.</td>
<td>in a variety of school districts in diverse settings.</td>
</tr>
<tr>
<td>School Counseling</td>
<td>The NU clinical faculty assists the candidates by recommending placements from a list of possible site placements based on interests, strengths, weaknesses, and cultural background. The school-based faculty provide information about themselves and their schools that also assists the student in making a good decision. The candidate, school-based and clinical faculties arrive at consensus regarding the practicum/internship placement.</td>
<td>placed in 25 various school districts with urban, rural, and suburban settings.</td>
</tr>
<tr>
<td>School Psychology</td>
<td>NU faculty consult with unit partners to facilitate student growth by matching strengths, interests, and weaknesses prior to practicum with known sites. The school partner meets the student prior to contract signing. Internships are competitive. Mock interviews with students prepare students for school district interview for paid internship position. Practicum placements are solicited in local schools/agencies. Most candidates are practicing teachers and choose to do their practicum in their own school or volunteer to do the practicum at another site.</td>
<td>Students are placed in school districts nationally.</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Candidates are responsible for finding their own placements. Placements must be at the specific level required for the candidate’s internship experience (e.g., Building, District, Business). Agreements are executed which specify the requirements. Mentors must meet Unit requirements and be approved in advance.</td>
<td>Candidates are placed in locations that align with their program requirements and personal preference for study/work.</td>
</tr>
</tbody>
</table>
A. Course Number and Title
   EDU 558 Using Literacy Technology

B. Number of Credits
   Three (3) credit hours

C. Course Description
   This course introduces practicing teachers to multiple uses of technology in literacy education. It provides them with the knowledge and experience to use technology as a tool to improve literacy teaching and learning for all students. Teachers examine and evaluate literacy software in terms of applicability to a variety of educational settings. Teachers learn to teach students how to access literacy information and resources using the Internet. Teachers also learn how to guide students in web publishing.

D. Method of Instruction
   This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.

E. Course Objectives
   Practicing teachers will:

1. Identify, examine and evaluate a variety of software packages for literacy instruction for use with students, including students with disabilities, from Birth-12th grade.

2. Describe and demonstrate teaching strategies for using technology in the literacy classroom.

3. Develop learning activities that integrate technology across the curriculum.

4. Analyze, evaluate, utilize and reflect upon technology to meet the literacy needs of diverse learners.

5. Use database and spreadsheet software to organize and analyze literacy information.
6. Use electronic mail and a listserv (such as READPRO) to communicate with other literacy professionals.

7. Use the World Wide Web to locate information regarding literacy instruction and literacy activities for students.

8. Describe current issues related to the use of technology in literacy instruction, such as access, copyright, censorship and community standards.

F. Outline of Course Content

1. Historical overview of technology use in literacy instruction

2. Survey of contemporary technology use in literacy instruction (local and international)

3. Software: finding, evaluating and using it

4. Literacy technology use across the curriculum

5. Literacy technology use for all students including those with special needs

6. Instructional use of graphics, data bases and spreadsheets

7. Use of electronic mail and listservs for professional development

8. Methods of increasing access and dealing with censorship and community standards

9. Finding funding and planning generic and individualized professional development in literacy technology

G. Course Requirements

Required Text:

Assignments and Grading

10% Software evaluations
10% Demonstration lesson using literacy technology

10% Teacher designed literacy technology materials

20% Curriculum development/revision project applying literacy technology

10% Participation in class discussions and in electronic message board

40% Contributions to class website

Course Policies:

1. **Grading Policy:** Grades are assigned according to the following schedule:
   \[>95\%=A+, >90\%=A, >85\%=B+, >80\%=B, >75\%=C+, >70\%=C, >65\%=D+, >60\%=D, <60\%=F.\]

2. **Course Work:** All course work is to be typed and saved, using a word processor. Assignments for this course should be organized and should conform to the conventions of Standard English usage and spelling (American or Canadian). These factors will be considered in assigning grades. Further, the College of Education requires that academic papers conform to the style used by the American Psychological Association. (APA style)

3. **Academic Integrity:** “The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

4. **Attendance:**
   Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student’s course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.
5. **Late Assignments:** Late assignments will not normally be accepted. In extreme circumstances, at the instructor’s discretion, if late assignments are accepted, in fairness to other students who met the due dates, late assignments will usually be downgraded.

6. **Student Disclosure:**
Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.
ATTACHMENT #5
A. Course Number and Title
   EDU 700 Educational and Assistive Technology

B. Number of Credits
   Three (3) credit hours

C. Course Description
   This course provides an overview of ways technology can be used to facilitate the education of learners with disabilities. It also offers advance study of various technological devices that assist individuals with disabilities in performing functional tasks and achieving independence. The course emphasizes the integration of assistive technology into the home, community, school, and workplace. The course also provides opportunities in the use of software such as word processing, database management, graphics, and electronic spreadsheet to enhance the personal productivity of special educators.

D. Method of Teaching
   This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.

E. Course Objectives
   Practicing teachers will:
   1. describe terms, concepts, and trends in the use of technology in special education programs;
   2. identify and use microcomputer hardware, peripherals, and operating systems;
   3. evaluate and select microcomputer software for its potential usefulness in special education programs;
   4. use terminology related to computers and technology appropriately in written and verbal communication;
   5. apply research-based instructional strategies that use computer and other technology;
   6. discuss the potential of robotics, virtual reality, expert systems, and artificial intelligence for special education;
   7. describe a trans-disciplinary team approach for identifying, obtaining, and implementing assistive technology;
   8. identify and use a variety of assistive technology devices and provide examples of their functional applications for persons with cognitive, motor, and/or sensory impairments;
9. use an electronic database to access information about assistive technology;
10. demonstrate basic installation, troubleshooting, care, and maintenance of selected assistive technology devices;
11. practice ethical and legal use of computers and technology in professional activities; and
12. facilitate the lifelong learning of self and others through the use of technology.

F. Outline of Course Content
Use of Technology in Teaching & Learning
   Concepts & Terms
   Operating Systems
Technology Integration: Instructional Design
   Stages of Learning
Types of Instructional Software
   Exploratory
   Drill and Practice
   Problem Solving
   Simulations
   Multimedia
Curriculum Applications
   Technology Assisted Writing
   Reading & Spelling
   Grammar and Punctuation
   Math, Science and Social Studies
   Cognitive Skill Development
   Productivity Tools
   Word Processing
   Database
   Graphics
   Spreadsheets
   Research Tools
   Telecommunications
Classroom Utilities
   Assistive Technology
   Hyper ABLEDATA, ABLEDATA, & ADLS Database
Low Tech Adaptations
   Assistive Technology for Seating, Positioning, & Mobility
   Assistive Technology for Transportation & Vehicles
Augmentative and Alternative Communication
   Sensory Aids for Visual Impairments
   Sensory Aids for Hearing Impairments
   Environmental Accommodations
   Environmental Controls.
Issues in the Use of Technology
   Technology in the IEP
Partnerships and Teams
Emerging Technologies
Ethical and Legal Use of Technology

G. Course Requirements

Required Textbooks
Students need to purchase a one year subscription to Closing the Gap Solutions. Students may register at: http://www.closingthegap.com/ for $50.00. There will be a site orientation during the first class.

There will be several assignments due in the class. They are designed to increase students’ knowledge and skills in Assistive and Instructional Technology.

1. Assistive Device Presentation (40% of grade)
   Borrow an Assistive Technology Device from your local technology center. Learn how to use the device and become an expert at it. Present the device to the class, highlighting its features, advantages and disadvantages.

2. Conduct an Electronic Database Search (20% of grade)
   Familiarize yourself with Hyper ABLEDATA or ADLS database. Describe one fictitious person with a disability who is unable to perform one or more functions. Based on this fictitious individual’s needs, search each database for potential assistive devices that address his/her needs. Print out the results of your search and share them with class members.

3. Case Study (40% of grade)
   Interview a school media specialist and a special education teacher and describe the assistive and educational technology available in the school district. Explain how this technology is utilized and what changes might be made to improve the use of technology in the district.

Attendance:
Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student’s course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.
**Student Disclosure:**
Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

**Academic Integrity:**
“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.
ATTACHMENT #6
<table>
<thead>
<tr>
<th>Item</th>
<th>2007-2008</th>
<th>2008-2009</th>
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</thead>
<tbody>
<tr>
<td>1. Course readings were relevant to course objectives</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>2. Class discussions were relevant to course objectives</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>3. Course assignments were relevant to course objectives</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>4. Course readings were appropriate to the degree level</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>5. Course assignments were appropriate to the degree level</td>
<td>4.7</td>
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<tr>
<td>6. Class discussions were appropriate to the degree level</td>
<td>4.7</td>
<td>4.4</td>
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<tr>
<td>7. Overall workload was appropriate to the degree level</td>
<td>4.7</td>
<td>4.4</td>
</tr>
<tr>
<td>8. Course was relevant to professional expectations</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>1. The instructor showed a desire for students to learn and</td>
<td>4.5</td>
<td>4.6</td>
</tr>
<tr>
<td>2. The instructor involved all students in a fair equitable way</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>3. The instructor stimulated class discussion</td>
<td>4.8</td>
<td>4.5</td>
</tr>
<tr>
<td>4. The instructor facilitated the gaining of new knowledge</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>5. The instructor stimulated interest in the course and it’s</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>6. The instructor was well prepared for each day’s lesson</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>7. The instructor made clear explanations</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>8. The instructor clearly defined student responsibilities in the</td>
<td>4.5</td>
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<tr>
<td>9. The instructor provided tools for attacking and solving problems</td>
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<tr>
<td>10. The instructor provided timely and appropriate feedback</td>
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<td>4.4</td>
</tr>
<tr>
<td>11. The instructor effectively synthesized and summarized the</td>
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<td>4.5</td>
</tr>
<tr>
<td>12. The instructor promoted critical thinking</td>
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<td>4.4</td>
</tr>
<tr>
<td>13. The instructor encouraged students to ask questions</td>
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<td>4.5</td>
</tr>
<tr>
<td>14. The instructor was accessible and open to discussing student</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>15. The instructor encouraged students to express differences of</td>
<td>4.8</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Scale: 5

- Superior; 4-Very Good; 3-Good; 2-Fair; 1-Unsatisfactory; N-Not Applicable
ATTACHMENT #7
3c.1 – On average, how many candidates are eligible for clinical practice each semester or year? How many complete successfully?

**Eligible and Completed Data Chart**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Eligible</td>
<td>Completed</td>
<td>Eligible</td>
</tr>
<tr>
<td>Initial Teacher Education</td>
<td>370</td>
<td>367</td>
<td>390</td>
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<tr>
<td>Literacy</td>
<td>48</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>23</td>
<td>17*</td>
<td>18</td>
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<tr>
<td>School Counseling</td>
<td>16</td>
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<tr>
<td>School Psychology</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Special Education</td>
<td>25</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

* The Internship for Educational Leadership takes 3 semesters to complete which accounts for the high number of non-completers.