Template for Program Assessment Report
Name of the program: Master of Science in Instructional Technology (MSIT)
Year (15-16) Assessment report:
Date: June 30, 2016
Faculty Participant: Dr. Sarah McPherson Chair

1. Which program learning outcomes have been assessed for the planned academic year?

The faculty of the Master of Science in Instructional Technology continued the process of adopting the new standards (International Society for Technology in Education Standards for Coaches: ISTE-C) due to changes in program accreditation. The ISTE accreditation requires evidence for meeting each element of each standard. Therefore, the assessments were further refined to be more specific to the level of the elements of the standards.

Program Learning Outcomes will be assessed using Assignments that align to the Standards Elements in each course as listed in TaskStream (see below). The alignment with the elements of the standards have been instrumental in refining development of the keystones.

EDIT 603 Foundations I: Keystone
Candidates will create professional development materials to prepare teachers to apply principles of integrating technology and social constructivist approaches to pedagogy in align with an articulated vision or mission for their teaching setting. These materials will include but are not limited to an annotated bibliography of resources for use in K-8 or 9-12 classrooms, video tutorials, 3 reflections, workshop materials, assessments, a workshop evaluation and a detailed outline of the professional development activity and follow-up. Evidence of implementing the professional development resources and changes in teacher practices are required when considering whether the candidate has exceeded expectations.

Specific standard elements and the associated assignments in each course are listed below.

1a - 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

Reflection 1-Vision
Candidates will describe how teaching practices support the mission of the educational setting and communicate the shared-vision with all stakeholders. Candidates will articulate comprehensive uses of technology to support digital age education for all students.

3b - Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments

Digital Tools: Candidates will select 5 web sites that relate to teaching and student use in technology-rich learning environments. Candidates will write a one-two paragraph description detailing how each site supports student learning, including grade levels served, differentiation, relevant standards and content. Candidates provide a rationale, including the use of assessment data, for using these tools. Candidates will design and develop 3 digital presentation segments that show or demonstrate the setup and/or use of these instructional resources.

2g - Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

Professional E- Portfolio Setup: Candidates will develop and use professional E-portfolios to model and provide coaching for effective uses of technology to support continuous formative and summative assessment. Artifacts stored in the portfolio should be aligned with appropriate content and student technology standards.

6a - 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
Reflection 3-Professional Growth Plan: Candidates will create a professional development plan which may include the following:
1. Plans to attend conferences
2. Identified mentors or mentoring programs
3. Participation in professional organizations
4. Opportunities for public presentation
5. Proposal and plans providing training for peers

EDPC 605 Curriculum Design: Keystone
The final curriculum project or Unit Plan of Study will serve as the keystone assignment. Using the Understanding by Design framework, the contents of this curriculum project will include, but not be limited to the following: Standards and key concepts including essential questions: Required knowledge and skills: Performance tasks and assessment: Unit lessons, including learning experiences and resources: Common Core Standards and the National Educational Technology Standards that will be addressed must be included. In addition, candidates must write a corresponding technology skill and integration “Support Synopsis” for each lesson and submit using Taskstream. The synopsis will explain the reason for the technology choice, how the technology can be used to enhance instruction as well as the skills necessary for effective use.

1b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
Integration Strategic Plans: Candidates will contribute to the development of two strategic plans; one for the school level, one for the district to show the alignment of strategic approaches between the plans. As an Instructional Technology Coach, the Integration Strategic Plans will serve as exemplary models for stakeholders. Both plans will be detailed with specific, feasible ideas and address the communication, implementation and evaluation of the plan itself.

3a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments
Instructional Activities and Classroom Management Plan: Using a specified digital tool, candidates will design two instructional activity summaries as models of effective classroom management incorporating the use of technology. The technology used in the instructional activities must provide K-12 students opportunities to (1) convey and exchange ideas, (2) actively construct knowledge, (3) solve problems, and (4) create both linguistic and nonlinguistic representations of content. The associated lessons must be interdisciplinary and meet state and national content standards. In addition, candidates will write a corresponding technology skill and integration “Support Synopsis” for each instructional activity summary. The synopsis will explain (1) the reason for the technology choice, (2) how the technology can be used to differentiate instructional strategies for diverse learners, (3) the classroom management strategies implemented to ensure effective use of the technology by both teacher and students, and (4) the management and access of technology at the school and district levels to ensure effective implementation.

EDPC 610 Foundations II: Keystone
Candidates will design a project following the Student, Environment, Task, and Technology (SETT) framework as a case study for an individual student with a specific learning challenge. The unit of instruction project will include an individual student’s strengths and weaknesses, learning needs, instructional tasks, and assistive technology accommodations that could enhance learning. The instruction should be designed to address age/grade level curriculum standards for content instruction. For example, candidates could design or adapt a lesson for a student with a specific learning challenge for science, math, social studies or language arts. The case study will include details and resources to model the selection and evaluation process for other teachers.

2e - 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
Universal Design for Learning Resources Project: The purpose of this project is to demonstrate applications of Universal Design for Learning (UDL) in general education technology-enhanced learning experiences to provide opportunities for all students to engage in the instruction and
assessment activities. In this assignment, candidates will demonstrate their knowledge and skills for using technology for instruction through applications of UDL which supports appropriate differentiated instruction and assessment for ALL students. Candidates will provide multiple exemplary uses of technology to meet the needs of diverse learners that can be used as professional development resources for standards-based curriculum using web resources to demonstrate Universal Design for Learning Affective, Strategic and Recognition neural networks. The project should be organized according to the three principles of Universal Design for Learning using the Guidelines to demonstrate the features of the Web resources. The guidelines can be found at http://www.udlcenter.org/aboutudl/udlguidelines.

Principle 1 Multiple means of Engagement
Principle 2 Multiple means of Action and Expression
Principle 3 Multiple means of Representation

2e. Coach teacher 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.

SETT Case Study Project: Candidates will design a project following the Student, Environment, Task, and Technology (SETT) framework as a case study for an individual student with a specific learning challenge. The project will be a written case study and presentation including all elements listed.

Description of an individual Student’s strengths and weaknesses, learning styles, academic needs and goals

Description of the learning Environment

Instructional Tasks expected for the student to accomplish (may be IEP goals)

Description of the Assistive/Adaptive Technology accommodations that could enhance learning

• S - The student may be someone in your class or a hypothetical case. Respect confidentiality. Do not provide any identifying information about the student.

• E - The learning environments should be a description of where the learning is supposed to take place as well as other factors that could affect the learning. For example, you should include the classroom furniture arrangement, lighting, location of classroom in the building, access to technology, time of day, classroom behavioral climate, classroom rules, pedagogical arrangements (i.e. groups for cooperative learning), social dynamics, etc.

• T - The instructional tasks should be designed using the template for the lesson plans in TaskStream. The lesson should address appropriate age/grade level curriculum and strategies for providing opportunities for the subject of the case study to participate and progress in the general education learning environment. Assessment strategies must be included in the TaskStream lesson plan template.

• T – Assistive/adaptive technology device, or digital tool to support student learning and/or performance of tasks within the learning environment.

3d - Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

Accessible Assistive/Adaptive Technology Product Review: Candidates will identify accessible assistive/adaptive technology to accommodate learning to meet individual student needs. In this assignment, candidates will contribute to a toolkit of assistive technology devices to demonstrate their use with persons with special needs. Technology devices, features and apps for writing, reading, communication, and content-specific aids may be included in your product reviews. The reviews will be compiled in a wiki as an information resource for sharing with colleagues. The assistive/adaptive technology (hardware or software) to include in the toolkit should meet the following criteria:

1. Designed for academic use
2. Accommodates specific learning goals of student with learning challenges (writing, reading, communication)
3. Classroom implementation strategies
4. Ways to use in an inclusion setting
5. Training requirements for teachers/students/parents
6. Other features pertaining to adoption of assistive technology for instruction
7. Information about company which produces the product and pricing
8. Technical and compatibility requirements
9. Website link with product pictures, demonstration and support resources
Candidates will identify a Web2.0/3.0 tool that will enhance teaching and learning in a blended environment and create a PD session of 10-15 hours of seat time equivalent instruction that addresses a multidisciplinary and collaborative approach. The assignment will include the following elements: (1) A screen cast or Voice thread presentation of the rationale as to why you selected the specific tool and how it can be used in a multidisciplinary and collaborative learning environment, (2) A training agenda including a roadmap for the training, (3) What resources need to be in place for this PD to be actually run (technology, building access, etc.), (4) Training materials for Teachers including user guides for students and teachers, (5) Exemplar of what would be expected as a result of their students using the tool, and (6) Listing a description of two resources in the literature showing how the tool (or class of tool) is being used.

4b – 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

PD Development and design: Candidates will create a 7-10 hour professional development opportunity demonstrates a multidisciplinary and collaborative approach for using a web based digital tool that will enhance teaching and learning in a blended environment.

The professional development will contain the following elements:
(1) A screen cast or web based collaborative presentation that will include (a) the rationale for the selection of the specific tool, (b) how the tool can be used in a multidisciplinary and collaborative learning environment and (c) how the principles of adult learning are incorporated into the professional development.
(2) A training agenda that includes the following:
   a. Learning outcomes, based on the ISTE NETS-T Standards, for participating K-12 teachers.
   b. Learning outcomes related to college and career readiness for students.
   c. Learning outcomes and associated activities related to meeting the diverse learning needs of K-12 students.
   d. Description of specific learning activities for the participating teachers during the PD
(3) Assessment plan to measure that participating teachers achieve the learning outcomes.
(4) Description of strategies participating teachers can use to assess the efficacy of the tool with their own students in the classroom.
(5) The seat time equivalency for all activities and assessments
(6) Resources needed for successful implementation of the professional development (i.e., specific technology, power sources, Internet access, physical building needs, etc.)
(7) A link to training materials, including any available user guides.
(8) Exemplars of implementation demonstrating expected student use of the tool.
(9) Summary of two articles in the literature, including APA citation, describing how tool (or class of tool) is used.

Personal Professional Development Learning Plan for Coaches

6a - 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

Part 1: Candidates will identify an instructional technology need unique to themselves to improve their practice related to NETS-S and NETS-T. Candidates will submit an inquiry-based learning plan for acquiring new knowledge and skills to meet the identified need.

6b – 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.

Part 2: Candidates will participate in a professional development opportunity, i.e. conference, workshop, webinar, MOOC, professional learning community, book study, etc. Candidate will include professional development opportunities in the learning plan that will support learning to improve practice.

6c – regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology –enhanced learning experience.

Part 3: Candidates will submit a reflection, report, or evaluation of the effectiveness of the professional development opportunity for meeting their needs to improve practice.

EDIT 610 Multimedia Authoring: Keystone
Candidates will design and develop a computer-based or web-based interactive instructional system using multimedia-authoring tools. Candidates develop documentation required for using the product and strategies for integrating multimedia applications into their own instructional
Interactive Learning project: Candidates will design, develop, and implement an interactive learning program that serves as a tool of differentiation, enables learner-centered, and self-paced learning. The interactive program should incorporate multimedia elements, meaningful interactive activities, support motivation theory and meet learning standards.

Coaching Video: Candidates will develop a video to coach teachers to incorporate an interactive learning program. Candidates will identify how the interactive learning program is aligned with the teacher preparation (ISTE.T). The video will include (1) the topic of the learning program and the target learners; (2) the instructional needs the learning program meets; (3) the features of the learning program; (4) implementation experiences, and; (5) suggestions for teachers and trainers who plan to adopt the interactive learning program for their professional use.

Design Document: Candidates will implement and evaluate the interactive learning program, and complete a design document to report both formative and summative evaluation results. The design documentation will consist of four parts.
1. A description of the target learner, instructional needs, goal, objectives, and the design an development phases of your project.
2. A description of the formative and summative evaluation.
3. A reflection of candidate’s implementation experience, including any technology troubleshooting.
4. An originally designed video to coach teachers and trainers how to incorporate the interactive learning program in their classroom practice. Also identify how the interactive learning program is aligned with the teacher preparation (ISTE- T).

EDIT 695 Field Experience Practicum and Seminar: Keystone
Candidates will review, update or create a minimum of one artifact for each element of the ISTE Standard for Coaches aligned with the Learning Outcomes. The candidate will provide a rationale to justify how each artifact meets the elements of the Standards for Coaches and a reflection for how the activity demonstrated in the artifact improves teaching and student learning.

1d - Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.
Evidence of Leadership Responsibility for Impact on Learning: Candidates will submit a report on leadership project that demonstrates the impact of an educational technology innovation on K-12 student learning and change in the school and/or classroom (i.e., impact of professional development, coaching, and 1:1 classroom; blended learning; K-12 student initiatives to sustain technology innovations).

The candidate’s leadership project will describe an example of how an application of a technology innovation impacted student learning and the school or classroom. The leadership project should include the following:
1. Description of the technology innovation.
2. Description of stakeholder involvement – i.e., students, teachers, administrators, parents, community.
3. Rationale for the technology innovation, i.e. vision and anticipated effects).
4. Resources required.
5. Implementation strategies.
6. Obstacles (if any) to implementation.
8. Sustainability plans.

6c - 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.
Candidates will present their final portfolio to explain their rationale for meeting the ISTE -C standards and reflect on the application of each artifact explaining its effectiveness in technology-enhanced learning environments at the elementary and secondary levels with specific activities highlighted to address high needs students, including those with disabilities, English language learners, and students of low socio-economic status. The candidate may use any presentation or web-based folio tool to present their final portfolio.
EDLA 615 Language Arts and Technology: Keystone
Candidates will develop an interdisciplinary language arts unit aligned with Common Core State Standards for a target area of need demonstrating principles of integrating technology and differentiating learning. The unit will be presented as a model for other teachers with resources to support technology integration in ELA/ELL instruction. The candidate will address state and local standards, differentiation for diverse learners, address the needs of adult learners, assessments, student outcome and an evaluation plan.

2a – Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

Technology Integration Plan: Candidates will mentor a classroom teacher and design a technology integration plan for English language arts. The candidate and their mentee will select a target grade level and national standard(s). The technology integration plan will (1) address each of the ELA components in appropriate standards: reading, writing, communicating, listening and speaking, and (2) student technology standards (ISTE-S).

3f – 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

Resource Selection: Candidates will work collaboratively with their mentee, selecting and evaluating digital tools and resources to include in the technology integration plan. Selection criteria of a minimum of three tools and resources will include the following: (a) potential application for specific literacy instruction, (b) application for literacy instruction in any content area, (c) application for assessment (activities), (d) application for student performance reporting, (e) features that allow for differentiated learning, and (f) compatibility with the school and/or district technology infrastructure.

2g – Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

Implementation Case Study: Candidates will coach their mentee in the implementation of the technology plan in order to acquire authentic assessment data. Candidates will write a case study about the implementation process and the assessment of students’ learning and technology literacy. As part of the implementation, candidates will apply a variety of formative and summative assessments aligned with content and student technology standards.

2h – 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

As part of the Implementation Case Study, candidates will coach and model strategies for systematically collecting and analyzing student achievement data, interpreting the results, and describing findings to improve instructional practice and maximize student learning.

EDMA 625 Math, Science, Technology I: Keystone
Candidates will create professional development materials to prepare teachers to apply principles of integrating technology and differentiating learning in mathematics aligned with Common Core State Standards. These materials will include an annotated bibliography of resources for use in mathematics classrooms, video tutorials for finding additional resources, and a detailed outline of the professional development activity.

2a - Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

Professional Development on Technology-based Models for Mathematics Instruction: Candidates will create a Professional Development session for mathematics teachers to introduce models for integrating technology resources that are aligned to national and/or international mathematics and technology standards for students (ISTE - S).
2b – 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

Instructional Strategies Activity: Candidates will model and coach others to design and implement a technology-enhanced activity which applies a research-based instructional strategy and uses a technology-based assessment tool to measure the effectiveness of the activity, and evaluate its use in meeting the needs of a diverse student population.

2c - 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.

Problem-Based Learning Activity: Candidates will model and coach teachers to create a local and global interdisciplinary problem-based learning activity that demonstrates how students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience. Candidates will use an online collaboration tool, such as ePals or Podio, to connect with other teachers around the world and share or co-develop an interdisciplinary problem-based learning project.

2d - 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, metacognition, and self-regulation).

Higher Order Thinking Skills Activity: Candidates will design and coach teachers to create and implement a technology enhanced learning activity that fosters creativity, higher order processes, critical thinking, and self-regulation. Candidates will complete a coding puzzle activity in a programming tool, such as Scratch, and then will make and share their own example.

4a - 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.

Professional Development Planning Document:
Part 1: Needs Assessment: Candidates will conduct a needs assessment to inform the content and delivery of technology related professional learning that result in improved student learning.

4b – 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.

Part 2: Professional Development: Based on the results of the Part 1 Needs Assessment, candidates will design, develop, and implement a professional development opportunity to prepare teachers to apply principles of integrating technology and differentiating learning in mathematics. The professional development materials will include (1) an annotated bibliography of resources for use in mathematics classrooms, (2) video tutorials to assist teachers to find additional resources for teaching mathematics, and (3) a detailed outline of a professional development plan to coach other instructors.

4c – Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

Part 3: Professional Development: Candidates will evaluate the effectiveness of the unit of professional development in mathematics, will collect student assessment data and report on the impact of the PD on student learning.

EDSC 626 Math, Science, Technology II: Keystone
The candidate will create a workshop that supports technology use in science instruction in P-5.
8 or 9 – 12 learning environments and will include hands-on instructional technology and inquiry based science activities. The candidate must demonstrate their understanding of STEM (the integration of technology and inquiry-based/problem-based/design-based learning) in the development of this unit. The candidate will address state and local standards, differentiation for diverse learners, address the needs of adult learners, assessments, student outcome and an evaluation plan.

3e - Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

Installation of Peripherals: Candidates will conduct scientific activities based on Vernier probes. The candidates will download the software, identify the platform, install the probes and sync with the Vernier software. Candidates will troubleshoot the installation of the peripherals, settings and connectivity of the platform, and the sync procedures to ensure that the probes are installed correctly and functioning properly. After the probes are installed and functioning properly candidates will use the installed probes for scientific lab activities to collect data temperature variables and endothermic/exothermic reactions.

1c - 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.

Advocacy Project: Candidates will create a detailed plan to present to a principal, superintendent and/or school board, advocating for the implementation a STEAM program in their school and/or district. Components of the Advocacy Plan for a STEAM program must include the following:

- Goals
- Resources and assets
- Supporters/opponents
- Targets and agents of change
- Strategy
- Tactics

EDIT 690 Assessment and Evaluation: Keystone Candidates will develop a plan for conducting an impact study of an instructional intervention which have been implemented or plan to implement. Develop an objective map that links learning objectives to performance objectives to instructional goals. Candidates will identify and justify the data collection, methodology, sample, and instruments they will use. Candidate will discuss how they will conduct data analysis and how they will draw conclusions based on the analysis.

2g - Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

Case Study: Candidates will develop a case study for coaching teachers as an example that models the effective use of technology tools in using a variety of formative and summative assessments of student learning and content literacy. Candidates will identify a group of teachers to participate in the project representing specific content areas. Formative and summative assessments are to be aligned to the appropriate student learning and technology standards.

2h – 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

Needs Assessment: Candidates will model the use of data collection tools for analyzing student achievement data. Candidates will coach and model tools and strategies for collecting and analyzing student achievement data, interpreting the results, and communicating the findings. Candidates will identify a group of teachers who will participate in the data analysis project. Candidates will present the data analysis and interpretation.

4c – Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

Instructional Effectiveness Evaluation: Candidates will develop a plan for evaluating the results and the effectiveness of an instructional intervention program focused on the development of teacher content knowledge, pedagogical skills and/or student learning. Candidates will identify and justify the data collection methodology, provide data samples, and instruments that will be used. Candidates will discuss conclusions based on the analysis.
EDSS 620 Social Studies and Technology (Elective): Deleted from MSIT program.

EDIT 663 Educational Uses of Social Media: Keystone
Candidates will design and create a professional development module that demonstrates the use of social media for instruction aligned with ISTE standards 1, 2, 3, and 5. Select teachers will implement the plan and the report the effectiveness on teaching and learning.

3c - 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

Blogging Project: Candidates will coach and model uses of an online/blended learning environment with a class blog. Candidates’ posts will pertain to research and analysis of current uses of social media tools for teaching, learning, communication, collaboration, management, policies and best practices. Candidates will elaborate on plans for applying social media in specific learning contexts as model resources for other teachers. Blog posts and comments will include topics such as digital content in tools, apps, management software, and content-specific software. Candidates will share the blog with colleagues and administrators as an application of online learning and information for extending student learning in online formats.

4b – 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

Social Media Professional Development Plan and Implementation: Candidates will design and create a professional development module that demonstrates the use of social media for instruction aligned with national content and ISTE technology standards. Select teachers will implement the plan and the report the effectiveness on teaching and learning. For this assignment choose a social media tool, i.e. blog, twitter, wiki, or Facebook, as the topic of a professional development you will do with colleagues. Design a professional development plan that includes the following elements:

- Purpose: goals or purpose for the professional development (PD)
- Standards: identification of PD aligned with ISTE standards 2 a-h. Your PD does not need to address all these elements, but you should identify which ones it does address.
- Context: Who is the training for? Curriculum area and K-12 students (if applicable). For example - middle school science teachers.
- Learning outcomes: intended outcomes for the PD participants - what will they learn?
- Activities: activities -i.e. demonstration, explanation of features, strategies to use in teaching, hands-on activities, guided practice, and feedback.
- Implementation: Implement your plan with your colleagues - or at least one other person.
- Present the PD according to your plan.
- Evaluation: evaluate participants; learning which could be a product or demonstration
- Summary: Summarize and reflect on the PD and your experience. What worked? What would you do differently?
- Organization, quality of presentation, grammar, spelling, on-time submission.

5a - Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

Acceptable Use Policy (AUP) Project –

Part 1: Candidates will research, design, and develop an acceptable use policy (AUP) for a P-12 school. The AUP will address equitable access to digital tools applicable for classroom and/or school wide use by students, teachers, administrators, and parents. The
AUP will serve as model guidelines including policies and procedures to promote equitable access to digital tools and resources for all students.

5b - Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

Part 2: Candidates will include the purpose of digital tools, the benefits and the regulations for student, teacher, administrator, and parents’ safe, healthy, legal, and ethical use in the AUP. The AUP will serve as a model for facilitating the use of digital information and technologies school-wide.

5b - Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

Digital Citizenship Project: Candidates will design a public service campaign using web resources to promote digital citizenship for social media educational applications, i.e. equitable access; safe, healthy, legal and ethical uses of social networking; diversity and global understanding. The public service resources will be designed as professional development resources to support other teachers’ use.

5c - 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

Social Networking Project: Candidates will use a social media tool, such as Twitter, Google hangout, or Edmodo, to create a virtual immersion environment that will support, 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.

2. What measuring instruments were used for the assessment? (attach the criteria, or rubrics used)

*New Rubrics attached for each of the Keystones for the 11 courses to be developed. EDPC695 Practicum covers all elements of all standards as a capstone e-portfolio. The rubrics are attached.*

*In addition to all standards elements assessed in EDPC695, additional assessments were developed for all courses to address standards elements throughout the program.*

3. What were the important findings? How well students achieved the targeted learning outcomes?

*The reports attached will reflect student performance based on a 3-point scale: 3=Target, 2=Acceptable and 1=Unacceptable. The findings will be reported in the SPA report due September 15, 2016.*

4. Select action items the faculty believes may enhance student learning. Decide who will be responsible for the action, and establish a timeline for completion.

*Faculty members completed the design of new keystone assessments for each of the courses that aligns to the elements of the new standards. A new Direct Response Folio (DRF) has been developed for each course using the TaskStream system.*

5. What’s the assessment plan for next academic year?

*The assessment plan for the next academic year is finalize the ISTE SPA report and to continue to implement the new keystone assessments and rubrics aligned with the newly adopted ISTE NETS-C. Assessment data for each course will be collected and evaluated at the end of each semester and student performance will be analyzed for program quality, adherence to the standards, and validity and reliability of the assessments. Syllabi and assessments included in syllabi were modified. Adjunct faculty were included in the training on the new assessments, rubrics and the alignment to the Standards elements.*
Name of the program: Master of Science in Instructional Technology
(MSIT) Year Assessment plan: 2016 -17
Date: June 30, 2016
Faculty Participant: Dr. Sarah McPherson

1. Select Learning Outcomes: Articulate which program learning outcome(s) will be assessed during the period of the plan.
The keystone assessments will be newly developed to align with the elements of the ISTE–C.
See http://www.iste.org/standards/standards/standards-for-coaches for the ISTE -C standards and elements for each.

2. Identify measures: (For each of the learning outcomes you choose to assess, we suggest you use at least one direct ad one indirect measuring instrument.)

TaskStream serves to host an e-portfolio for the students in the program. We have developed new assessments and rubrics aligned with the elements of each standard. The 3-credit Practicum experience is now a requirement of the MSIT program which provides field/clinical experience in schools as an authentic implementation of the standards in coaching, mentoring, modeling, and providing professional development to demonstrate candidates’ competencies with the standards. Candidates work with diverse populations and grade levels which is required for certification as a K-12 Educational Technology Specialist. The seminar component of the course includes discussion and reflections on the experience in the field and program.

TASKSTREAM
DRF: M.S. in Instructional Technology (ISTE-C) 2016

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<tr>
<td>Reflection 1 - Vision</td>
<td>Rubric: NETS-C Standard 1.a Scoring: Auto-calculated average</td>
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3. Identify benchmark for “success”:

Benchmark 1 – Meet the requirements for national recognition by the ISTE SPA.
Benchmark 2 - Minimum of 80% NYS certification test of Educational Technology Specialists.
Benchmark 3 - Align MSIT assessments with the CAEP accreditation requirements.

4. Plan Implementation and Timetable:

Summer 2016 – Faculty evaluate the candidates performance on new assessments and rubrics
Fall 2016 – Submit ISTE SPA report
Spring 2017 – Review ISTE SPA report and design plan to meet any deficiencies cited in the national review report.
Ongoing – train faculty in implementing and evaluating assessments using TaskStream.
Each semester – review candidates’ performance on assessments
As needed – revise assessments to better reflect requirements in elements of standards.
Spring – preparation of re-accreditation for MSIT UAE

Assessment results discussed with all constituents:
The new assessments were administered Spring and Summer 2016. A separate DRF was set up in TaskStream for collecting the revised assessment data. Faculty, including adjuncts, participated in administration and evaluation of candidates’ performance. Further revisions needed for either curriculum or assessments will be considered after the performance data is analyzed and submitted in the SPA.