

1.5.1 Technology Integration in Programs

Program	Course that use Technology	Type of Technology Being Used	How do you assess students use of technology in these courses?	Are technology competencies included in the selection of clinical supervisors?
Early Childhood Special Education	All of them.	Laptops, Smartboards, iPads, Smart phones, clickers, assistive technology devices such as switches, augmentative communication devices.	Each class has assignments with technology requirements that are assessed with the assignment.	Most clinical supervisors are full time faculty.
Childhood & Adolescent Special Education	All the special education courses (0810) incorporate technology in instruction.	MOODLE, Google Hangout and Google Meet, Google Drive. Video cameras and digital voice recorders for recording edTPA lessons and student teaching. Technology is taught in 0810 620. Teachers are trained in technology such as SMART board use.	By demonstrating the use of technology to enhance the lesson preparation and delivery during student teaching.	Yes.
Childhood Education	0836-404 Teaching and Learning Science: Childhood	In 0836-404 Teaching and Learning Science: Childhood, we use the SmartBoard, Moodle discussion boards, Google Suite (drive, classroom, docs, slides, hangouts, etc), educational apps such as Kahoot, StarTracker, NearPod, Virtual Reality, and Plickers, excel spreadsheet to collect and analyze student data, and online science simulations such as Phet, National Science Teachers Association Learning Center Class Hub.	Most of our assessments are informal in that we assume candidates have a working knowledge and facility of using some these tools (ie, that they can integrate SmartBoard, Kahoot, Plickers and Phet into their own instruction). We also extensively use Google Suite to collaborate and complete student teaching assignments.	We currently do not include technology competences in the selection of clinical supervisors. Having tech-competent supervisors would help reinforce skills practiced within coursework during student teaching.
Adolescent English	Community Schools and Society, 518 1nd 618 (methods), Adolescent Experiences (603), 580 Service Learning and Composition, Teaching Writing and Composition, Youth Literacy, Masters Seminars, Foundations	Smartboard, some schools are one-to-one IPAD use so our teacher candidates learn to use those apps such as Edmodo, Kahoot, Plickers, Near Pod, Virtual Reality, in the more embedded sense, with project based learning)	Informal assessments (not written, but in narrative feedback as we observe teacher candidates execute the technologies in their lesson planning and instruction during student teaching/residency)	No. It would help in that then supervision would be more in line with what the districts are moving towards (full one-to-one iPad teaching and learning, e.g.), also to support with the edTPA tasks more comprehensively
Adolescent Social Studies	Community Schools and Society, 518 1nd 618 (methods), Adolescent Experiences (603), 580 Service Learning and Composition, Teaching Writing and Composition, Youth Literacy, Masters Seminars, Foundations	Smartboard, some schools are one-to-one IPAD use so our teacher candidates learn to use those apps such as Edmodo, Kahoot, Plickers, Near Pod, Virtual Reality, in the more embedded sense, with project based learning.	Informal assessments (not written, but in narrative feedback as we observe teacher candidates execute the technologies in their lesson planning and instruction during student teaching/residency)	No. It would help in that then supervision would be more in line with what the districts are moving towards (full one-to-one iPad teaching and learning, e.g.), also to support with the edTPA tasks more comprehensively
Graduate Art	All of our courses currently incorporate technology with the exception of some of our on campus electives. e.g.: 893-525 Exploring the Role of Arts in Education 858-500 Digital Literacies 893-509 Artistic Development & Creative Growth 810-600 Introduction to Special Education 893-513 Creative Arts for All Learners 893-788 Masters Seminar in Arts Education 893-790 Student Teaching in Art Education	Technologies routinely used in foundations courses as well as lesson planning and assessment/reflection on teaching practice during clinical practice include Powerpoint, video production, digital photography, online discussions etc.	As a distance program, technology assessment is infused in the assignments themselves, particularly throughout 893-525, our foundational course which utilizes digital technologies in art and lesson planning throughout.	We have routinely asked for and looked for technology competence in video, online instruction, and design of media among our supervisors and adjuncts, BUT we sometimes find that performance in this area differs from expectations. FCPE trainings and consultation and additional mentoring support from full time faculty is one way we try to help support and train clinical faculty.

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<p style="text-align: center;">Music Education</p>	<ul style="list-style-type: none"> • MUE (0199) 150 - Introduction to Music Education Credits: 1.00 • MUE (0199) 250 - Foundations of Music Education Credits: 3.00 • MUE (0199) 251 - Music Education Methods I Classroom Instruments Credits: 3.00 • MUE (0199) 350 - Music Education Methods I I Elementary Credits: 3.00 • MUE (0199) 351 - Music Education Methods I I I Secondary Credits: 3.00 • MUE (0199) 414 - Music Education Methods I V Diverse School Settings Credits: 2.00 • MUD (0832) 480 - Student Teaching in Music Education Credits: 6.00 • MUD (0832) 490 - Reflective Practice Seminar in Music Education Credits: 3.00 • MUA (0195) 114 - Keyboard Proficiency I Credits: 1.00 • MUA (0195) 115 - Keyboard Proficiency II Credits: 1.00 • MUA (0195) 216 - Keyboard Proficiency III Credits: 1.00 • MUA (0195) 217 - Keyboard Proficiency IV Credits: 1.00 • MUO (0197) 255 - World Music Ensemble Credits: 0.00 -1.00 • MUO (0197) 280 - Improvisation Ensemble Credits: 0.00 - 1.00 • ELY (0802) 301 - Literacy For Music Educators Credits: 3.00 <p>In addition, the following course specifically addresses technology in music education classrooms:</p> <ul style="list-style-type: none"> • MUA (0195) 135 - Technology For Music Educators Credits: 3.00 	<p>Students utilize iPads and other technology that house apps such as instrument tuners, chord guides, recording devices, and theory and aural skills training programs. In addition, students access music recordings via multiple devices. Frequently, students use recording devices to record their own teaching and reflect on their lessons, as well as complete the required videorecordings for the edTPA exam.</p>	<p>Technology, like any educational tool, is only as valuable in as much as it contributes to student growth and learning. Students' are encouraged to reflect upon and select technology that supports their own student's learning, and are asked to collect and share lists of "best resources" related to technology in music education classrooms as part of all methods courses.</p>	<p>No, not currently. It's currently unclear how this may or may not affect the program's teacher candidates.</p>
<p style="text-align: center;">TESOL</p>	<ul style="list-style-type: none"> • TESOL 2 (0804-602) • Theories of SLA (0804-521) • Foundations of Bilingual and Multicultural Education (0804-500) • Master's Seminar in TESOL: Action Research (0804-788) • TESOL 1 (0804-501) • Assessment Considerations for ESL and Bilingual Populations (0804-540) 	<ul style="list-style-type: none"> • TESOL 2 (0804-602) – Technology plan to integrate digital tools into content-based TESOL teaching; the use of videos and visuals to scaffold instruction • Theories of SLA (0804-521) – VoiceThread to record claims about SLA • Foundations of Bilingual and Multicultural Education (0804-500) – Digital brochure for parents • Master's Seminar in TESOL: Action Research (0804-788) – Data visualization, literature review with research engines, digital presentation (e.g., Prezi, Power Point, Google Slides), and citations (e.g., Google Scholar) • TESOL 1 (0804-501) – Students integrate technology into their project-based units; the use of videos and visuals to scaffold instruction • Assessment Considerations for ESL and Bilingual Populations (0804-540) – The use digital tests/assessments to evaluate students • Methods of Teaching Literacy and Native Language Arts (804-511) – Teacher candidates collaborate to create digital presentations and books • Pathwise addendum for classroom observations – We included a specific item to assess for the integration of technology in teaching 	<ul style="list-style-type: none"> • We assess teacher candidates formally in TESOL 2 (0804-602) and Master's Seminar in TESOL: Action Research (0804-788) with specific items in the rubrics for key assessments, such as requiring students to use technological tools in their content-based units and the use of data visualization for capstone projects in Master's seminar. Pathwise addendum includes a specific item to assess for the integration of technology in teaching. • We assess informally in all other classes by examining the integration of technology in lesson plans and digital literacy. We assess and monitor for Moodle participation and engagement. We also stress that the student populations we serve might not have full access to technology, and they might rely on school to be able to engage with technology. 	<p>We are trying to recruit more tech savvy adjunct instructors to do the clinical work; however, many of the full time faculty also supervise students in our program, and we are tech savvy and promote the use of technology in teacher candidates' instruction.</p>
<p style="text-align: center;">Physical Education</p>	<ul style="list-style-type: none"> • Technology is unfused across the program. • Specific course – 0852-290 and 0852-508 Technology of Health and Physical Education. 	<ul style="list-style-type: none"> • Assessment Apps • Plickers and QR codes • PowerPoints • Coaches Eye • Videos • Movement Analysis Software • Create website on how they use technology 	<ul style="list-style-type: none"> • Course Assignments • Specific course objectives in the Technology course. • Pathwise 	<ul style="list-style-type: none"> • No. It would be helpful to have technology seminars for our supervisors. Most of our supervisors are retired teachers.

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Health Education	HED 602 - Research and Technology in Health Education HED 627 - School Health Programs and Policies HED 508 - Introduction to Comprehensive Health Education HED 703 - Comprehensive Health Education for Secondary Educators HED 792 – Health Fieldwork Internship HED 538 – Health Student Teaching	Course Work = Canvas, Voicethread, twitter, Prezi, PPT, Moodle, email, Google (sites, classroom, etc), Wakelet, turnitin (persuasive writing assignment), On Line Health Ed assessment tools such as School Health Index, Clinical Practice = It varies from host school to host school – many schools use smartboard technology or tablets such as chrome books and electronic learning platforms like ebackpack	Required as part of the key assessment in courses listed in #1	No – the more competent a supervisor is with infusing technology into classrooms, the more prepared our teacher candidates would be
Literacy	0802-600; Literacy & Research Inquiry I 0802-602; The Reading-Writing Connection 0802-545; Children's Literature 0882-789; Organizing, Supervising, & Reforming Literacy Program 0802-750; Assessing & Addressing Literacy Needs I 0802-792; Literacy & Research Inquiry II 0802-625; Approaches to Literacy in Childhood Education	Our students work with Ipads and Smartboards in their classrooms and during Practicum. They also use Word, PowerPoint and Moodle for most coursework. They also do a technology presentation in 0802-600. Students use on-line library resources to search for articles and they use multiple websites to support their lesson planning. In addition, our students create a LiveText e-portfolio which they add to and maintain throughout their programs.	In Practicum, students are observed using the Danielson rubric and this includes their technology practices. In each course, students have assignments that require the use of technology and they are graded and observed, depending on the assignment.	Our clinical supervisor is competent in all technologies that are used at the center.