

WRIGHT STATE UNIVERSITY
College of Education and Human Services (CEHS)
National Educational Technology Standards for Teachers (NETS)
International Society for Technology in Education (ISTE)

Professional Preparation: Advanced Programs

- **Educational Technology Licensure,**
- **Administrative Specialist in Educational technology and**
- **Library Media Technology licensure**

Standard	Courses and Experiences Addressing the Standard
<p>Shared Vision—There is proactive leadership and administrative support from the entire system.</p> <p>The professional education administration and faculty share a vision for technology use to support new modes of teaching and learning.</p>	<p>CEHS Teacher Education Department Faculty and students in the following courses – EDT700, EDT890, EDT799</p> <p>EDT700 and EDT799 share first and last class sessions. This permits incoming and cumulating students to share perspectives of an entering and exiting technology professional. EDT700 students familiarize themselves with their profession through study and reflection of the ISTE or ALA standards (where appropriate), an interview with a leader in their field, and the completion of technology research. Each student also prepares a portfolio plan that will guide and focus their study. EDT890 students document the completion of all professional standards. EDT799 students submit and present a portfolio of accomplishment achieved during their studies.</p>
<p>Access—Educators have access to current technologies, software, and telecommunications networks.</p> <p>Access to current technologies, software, and telecommunications networks is provided for teacher education faculty, classes, and field sites, including technology-enhanced classrooms that model environments for facilitating a variety of collaborative learning strategies.</p>	<p>Allyn Hall represents a state-of-the-art technologies, software, and telecommunications facility.</p> <p>Faculty and Teaching Areas. All classrooms have access to the Internet, digital projection, and telecommunications. Software in the labs includes diverse and current materials including Microsoft, Macromedia, and many others. Educational support is available for faculty through the Dunbar library, Center for Teaching and Learning, and the College of Education and Human Services. Wireless labs are available for use throughout Allyn Hall. All classes in the Department of Educational Leadership have access to the WebBoard. Faculty have extensive with online forums, chat rooms, and e-mail.</p> <p>Student Support. Computers are available 24/7 during academic terms. Students can also access the Microsoft Office Suite for installation on their personal computers. The department of Educational Leadership requires that students have access to the Internet and can use e-mail for all courses</p>

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<p>Skilled Educators—Educators are skilled in the use of technology for learning.</p> <p>Teacher education faculty are skilled in using technology systems and software appropriate to their subject area specialty and model effective use as part of the coursework.</p>	<p>Faculty and students</p> <p>Faculty. All classes in the Department of Educational Leadership have access to WebBoard. Faculty use WebBoard for departmental announcements, agendas, minutes for meetings and committee collaboration. Faculty have extensive with online forums, chat rooms, and e-mail.</p> <p>Students. The department of Educational Leadership requires that students have access to the Internet and can use e-mail for all courses</p>
<p>Professional Development—Educators have consistent access to professional development in support of technology use in teaching and learning.</p> <p>Personnel in teacher education and field experiences are provided with ongoing professional development.</p>	<p>Department of Educational Leadership faculty enroll in courses and use resources that are made available from WSU resource areas. Included are: The Center for Teaching and Learning (CTL) Computing and Telecommunications Services (CATS), and the Dunbar Library. Courses include a broad variety of software including Microsoft Office application, web page creation and use of WebCT.</p> <p>Educational placements for students are offered in schools and libraries where technology and educational pedagogy are combined for programs that represent both state-of-the-art and state-of-exemplary-practice.</p>
<p>Technical Assistance—Educators have technical assistance for maintaining and using the technology.</p> <p>Technical assistance for teacher education faculty and students is readily accessible and includes expertise in the use of technology resources for staff and students.</p>	<p>Mr. Jeff Dabeny and his staff provide support for Allyn Hall computer labs.</p> <p>Their offices are adjacent to computer labs in Allyn Hall.</p> <p>The Student Technology Assistance Center (STAC) is a support center for the production of media for students and faculty. The STAC offers support for students and faculty in need of media training or problem solving.</p>

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<p>Content Standards and Curriculum Resources—Educators are knowledgeable in their subject matter and current in the content standards and teaching methodologies in their discipline.</p> <p>Technology-based curriculum resources that address subject matter content standards and support teaching, learning, and productivity are available to teacher candidates.</p>	<p>CEHS Teacher Education Department Faculty and students in the following courses – EDT700, EDT890, EDT799.</p> <p>See above.</p> <p>EDT895 provides clinical experiences related to professional standards for library media and administrative supervision of educational technology. Drs. Carlsen and Mathies both participated on NETS writing teams in 2000 and 1999 respectively. Dr. Carlsen chaired or served on four level I and level II PT3 review panels during the years 2000 and 2001.</p>
<p>Student-Centered Teaching—Teaching in all settings encompasses student-centered approaches to learning.</p> <p>Teacher education faculty and professional teaching staff model student-centered approaches to instruction in educational coursework and field experiences.</p>	<p>A heavy reliance on rubrics and projects permit students to interpret assignments creatively. Rubrics and portfolio are available elsewhere in other areas.</p>
<p>Assessment—There is continuous assessment of the effectiveness of technology for learning.</p> <p>Teacher education faculty and professional teaching staff model the integration of teaching and assessment to measure the effectiveness of technology-supported teaching strategies.</p>	<p>All courses in Educational Technology Licensure, Administrative Specialist in Educational technology, and Library Media Technology licensure include continuous development of a portfolio that links one’s field of study with artifacts, examples, documents, and reflections. The portfolio juxtaposes learned society standards and State of Ohio requirements with selected activities.</p>
<p>Community Support—The community and school partners provide expertise, support, and resources.</p> <p>Teacher preparation programs provide teacher candidates with opportunities to participate in field experiences at partner schools where technology integration is modeled.</p>	<p>An advisory committee of partner schools consists of technology directors and librarians.</p> <p>In addition, Dr. Mathias sits on the board for the Centerville City Library. This library is nationally ranked as one of the best libraries of its size in the United States. She also is active with Ohio School Net and regularly attends Ohio board of Regents meetings. Dr. Carlsen provides in-services and programmatic support for technology directors from over 50 regional school districts annually. Ms. Margarite Veres is the current president of the Greater Miami Valley Educational Technology Council</p>

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	(GMVETIC)
<p>Support Policies—School and university policies, financing, and reward structures are in place to support technology in learning.</p> <p>Policies associated with accreditation, standards, budget allocations, and personnel decisions in teacher education programs and field experience sites support technology integration. Retention, tenure, promotion, and merit policies reward innovative uses of technology by faculty with their students.</p>	<p>Seven of seventeen faculty received CLICK IT awards for developing online courses. This is presented to faculty who use WebCT.</p> <p>CEHS' Technology Plan 2001 clearly reflects the College's past, current, and future commitment to using technology in learning.</p> <p>All faculty are awarded merit if they use technology to support teaching and learning. The Department of Educational Leadership provides monetary incentives and student support for faculty development of on-line courses.</p>