Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

CAEP Standards: 1.5, 2.3, Technology Crosscutting (TCC) Theme

InTASC Standards: 7,8,9

NJPTS: 7,8,9

Context and Data: There are four assessments providing data on CAEP 1.5: edTPA, CPAST, High Leverage Teaching Practice Proficiency Rubrics, and Exit Surveys. This triangulated data, along with the technology crosswalk provides evidence that candidates model and apply technology standards as they design, implement and assess learning experiences. The P-12 settings our candidates are placed in are technology rich, therefore candidates get direct experience applying the standard when they are in the field. The EPP also has technology for candidates to use in the classroom on campus, and in their clinical practice settings. A few examples include: Smartboard (EPP has them on campus), I-pads (with endless educational applications on them), swivel cameras (for videotaping both in the university classroom and the P-12 field experiences), computer labs, and an array of educational software, just to name a few. Candidates in methods courses are required to videotape and analyze videos of their practice using edthena. Candidates in their final clinical practice semester are also required to videotape multiple lessons for edTPA. Further, all districts in which candidates are placed have smartboards in which our candidates are able to practice on prior to entering with one of the smartboards on campus.

Alignment of standards for edTPA can be found on Exhibit 1.1.E. edTPA requires candidates videotape a lesson and reflect on that lesson. Further, it incorporates technology throughout the three tasks. When looking at the data it is clear that EPP candidates have strengths in rubrics in which CAEP 1.5 is aligned. The two categories in which the EPP scored highest were Category 1 (The Learner and Learning) and Category 3 (Instructional Practice). When disaggregated, data from edTPA rubrics aligned with standards 1.5, the EPP mean of 2.81 (out of 5) was solid in the Fall of 2017, as was the mean of 2.83 in the Spring of 2018. Elementary majors scored well above the mean in both series of data demonstrating their strength in on this standard. Art candidates also scored

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

high on both series of data. In the Fall of 2017, Social Studies (n=2) majors scored lowest with a

mean of 1.63. P-3 (n=2) was the lowest scoring program in the spring with a mean of 2.21.

When looking at the CPAST assessment which is administered at the mid-point and final

timeframes of the semester, university based clinical educators (with input for the candidate and

school based clinical educator), item H. Digital Tools and resources, evaluates candidate

performance in respect to technology. The four point scale (scores 0-3pts) revealed strengths

across the EPP with a Fall 2017 mean of 2.59 (out of 3) and a Spring 18 mean of 2.68. Programs

with strong means include Elementary and Art/Music (2017) with means above 2.7, and

Art/Mudic, Secondary and English (Sp 2018), all with means over 2.87.

The High Leverage Teaching Practice Proficiency Rubrics have technology embedded

into standards 7 (Planning), 8 (Instruction) and 9 (Professional development). This assessment is

new to the EPP and was implemented in the Spring 2018. The EPP scored 2.81 (out of 4) for the

first application of data. Secondary English and Spanish scored a mean of 3.0, the highest for this

application of data. MAT candidates outscored UG candidates. Elementary candidates scored at

EPP mean. Health and PE, along with P-3 scored the lowest with means of 2.67. Each cohort

had an n=2.

The five-point exit survey administered in the Spring 2017, Fall 2017 and Spring 2018

reveals that EPP completers perceive technology to be a strength. EPP totals for all three

applications of data are above 4.50 (out of 5). MAT completers felt slightly more confident in their

use of technology for instruction than UGs in the Spring and Fall semesters of 2017. Elementary

completers scored consistently strongest at 4.6 (Sp 17), 4.64 (Fall 17), and 2.77 (Sp 18). There

really weren't any scores that were concerning considering they all fell above 4 (out of 5). This

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

data demonstrates that completers do feel they are proficient in the use of technology for instruction.

Finally, the technology crosswalk included below demonstrates how candidates are using technology in individual courses. Clearly, EPP candidates have exposure to and full access for use of technology across their experience at MU.

Use for Continuous Improvement: The EPP is committed to preparing candidates that will model and apply technology standards and will strengthen its common assessments in this area. The EPP recognizes that the addition of an educational technology assessment would strengthen its data for technology. The EPP recently hired an expert on instructional technology who will be teaching methods courses and will design a technology specific assessment aligned with ITSE standards. Although EPP candidates use technology in classrooms at the university and field based placements, a specific technology assessment has only been included in specific SPAs (Elementary, English, Science, Math, Social Studies, Special Education). Each assessment is different, therefore cannot be considered a common assessment. In addition, the EPP will add technology items on its alumni and employer surveys.

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

edTPA Fall 2017 and Spring 2018
Fall 2017 Data

INTASC/ NJPST Standards	CAEP Standards		Rubrics		EPP N=32	Elementary N=17	Spanish N=1	History-Secondary N=2	Visual Arts N=1	Science-Secondary N=1	Early Childhood Ed N=4	Mathematics-Secondary N=1	Performing Arts N=3	Health Education N=1	Physical Education N=1	MAT N=7	UG N=25
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3	3.29	2.72
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0	0.70	0.449
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5	3.29	2.82
				Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0	0.70	0.61
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3	3.14	2.84
				Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0	0.64	0.46
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5,	4	Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3	3.43	2.83
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0	0.49	0.55
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3	3.14	2.68
				Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0	0.83	0.55
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3	3.14	3.00
				Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0	0.35	0.28
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5	3.43	2.66
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0	0.73	0.54
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3	2.86	2.76
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0	0.35	0.59
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3	3.14	2.60
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0	0.64	0.75
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	3	2	2.8	2	2	2	2	2.86	2.60
				Std. Dev:	0.5	0.3	0	0.5	0	0	0.4	0	0	0	0	0.35	0.49
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.7	3	3	0	3	3	3	2	2	2	2.5	3.29	2.62
				Std. Dev:	0.7	0.8	0	0	0	0	0	0	0.8	0	0	0.70	0.68
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	4	2	3.5	2	2.5	2	3	3.57	3.14
				Std. Dev:	0.8	0.8	0	0	0	0	0.5	0	0.4	0	0	0.73	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.7	2.9	3	0.5	3	2	2.5	2	2.3	3	2	3.29	2.56
				Std. Dev:	0.8	1	0	0.5	0	0	0.5	0	0.5	0	0	0.88	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2	3.14	2.65
				Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0	0.35	0.59
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2	2.86	2.66
				Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0	0.83	0.78
				Mean	2.82	2.99	2.92	1.97	3.07	2.27	2.87	2.33	2.53	2.27	2.63	3.19	2.74
				Std. Dev.	0.63	0.60	0.00	0.23	0.00	0.00	0.36	0.00	0.43	0.00	0.00	0.62	0.59
				Overall Mean	2.66													
				Overall Std. Dev.	0.27													

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

Spring 2018 Data

INTASC/NJPST Standards	CAEP Standards		Rubrics		EPP N=32	Elementary N=46	Spanish N=2	History-Secondary N=3	Visual Arts N=7	Science-Secondary N=5	Early Childhood Ed N=2	Mathematics-Secondary N=3	Performing Arts N=3	Health Education N=1	Physical Education N=4	English-Secondary N=16	MAT N=27	UG N=65
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1	3.07	2.76
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.5	0.8	2.8	0	0	0.5	0.66	0.77
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8	3.07	2.74
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4	0.47	0.56
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9	3.11	2.86
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8	0.68	0.72
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5,	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8	2.92	2.81
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7	0.67	0.63
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1	3.04	2.78
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0	0.4	0.5	0.58	0.75
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1	3.02	3.02
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0.5	0.2	0.23	0.21
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5,	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9	2.93	2.78
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6	0.47	0.51
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9	2.81	2.90
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7	0.55	0.58
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8	2.93	2.80
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8	0.86	0.77
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.6	2	3	2.7	2.3	2	2.5	2.6	2.70	2.60
				Std. Dev:	0.6	0.6	0	0.5	0.5	0	0	0.5	0.5	0	0.5	0.7	0.60	0.60
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	3.1	2.2	2	3	2.7	2	1.8	2.8	2.81	2.71
				Std. Dev:	1	0.7	0	0.5	0.6	1.2	0	0	1.2	0	0.8	0.8	0.82	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.9	2.4	1.5	3.3	4	3	2	3.1	3.07	3.08
				Std. Dev:	0.9	0.7	0	0.5	0.8	0.5	0.5	0.5	0.8	0	0.7	0.9	0.86	0.86
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	3	2	1	2	3.3	3	1.8	2.4	2.67	2.49
				Std. Dev:	0.8	0.7	0.5	0.5	0.5	0.6	0	0	0.9	0	0.4	0.7	0.77	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7	2.87	2.66
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0.4	0.8	0.51	0.64
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6	2.78	2.70
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9	0.74	0.74
				Mean	2.83	2.89	2.42	2.92	3.05	2.41	2.20	2.89	3.01	2.33	2.21	2.84	2.92	2.78
				Std. Dev.	0.67	0.61	0.19	0.40	0.53	0.51	0.27	0.28	0.56	0.00	0.47	0.67	0.63	0.66
				Overall Mean	2.69														
				Overall Std. Dev.	0.46														

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

CPAST Fall 17 Midterm & Final, Spring 2018 Midterm & Final

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Art/Music	Health & Physical	P-3 & TSD	Spanish	MAT	UG
				N=30	N=16	N=4	N= 3	N=2	N=4	N=1	N=7	N=23
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.10	2.31	2.25	2.00	1.5	1.5	2	2.43	2.00
			Std. Dev:	0.71	0.7	0.5	1.00	0.71	0.58	0	0.73	0.66
			Mean	2.10	2.31	2.25	2.00	1.50	1.50	2.00	2.43	2.00
			Overall Std. Dev.	0.71	0.70	0.50	1.00	0.71	0.58	0.00	0.73	0.66

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Art/ Music	Health & Physical	P-3 & TSD	Spanish	MAT	UG
				N=32	N=17	N=4	N=4	N=2	N=4	N=1	N=7	N=25
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.59	2.71	2.5	2.75	2	2.25	3	3.00	2.48
			Std. Dev:	0.5	0.47	0.58	0.50	0	0.5	0	0.00	0.50
			Mean	2.59	2.71	2.50	2.75	2.00	2.25	3.00	3.00	2.48
			Overall Std. Dev.	0.50	0.47	0.58	0.50	0.00	0.50	0.00	0.00	0.50

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	English	Spanish	Health & Physical	P-3 & TSD	Art/Music	MAT	UG
				N=84	N=44	N=22	N=12	N=2	N=3	N=2	N=9	N=27	N=64
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.48	2.50	2.77	2.92	2.00	0.33	2.00	2.44	2.23	1.98
			Std. Dev:	0.70	0.55	0.43	0.29	0	0.58	0	0.73	0.62	0.75
			Mean	2.48	2.50	2.77	2.92	2.00	0.33	2.00	2.44	2.23	1.98
			Overall Std. Dev.	0.70	0.55	0.43	0.29	0.00	0.58	0.00	0.73	0.62	0.75

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Art/Music	Health & Physical	P-3 & TSD	English	MAT	UG
				N=78	N=36	N=25	N=10	N=5	N=2	N= 14	N=28	N=64
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.68	2.78	2.88	2.90	0.80	2.00	2.83	2.64	2.70
			Std. Dev:	0.67	0.42	0.33	0.32	1.1	0	0.29	0.74	0.63
			Mean	2.68	2.78	2.88	2.90	0.80	2.00	2.83	2.64	2.70
			Overall Std. Dev.	0.67	0.42	0.33	0.32	1.10	0.00	0.29	0.74	0.63

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

High Leverage Teaching Practice Proficiency Rubrics: Spring 2018

INTASC/ NJPST	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
			N = 18		N=13		N=6		N=12		N=2		N=1		N=2		N=12	
7	1,1.2,1.4, 1.5	STANDARD 7:Planning	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60
8	1,1.3,1.4,1.5	STANDARD 8:	2.84	0.49	2.74	0.48	3.17	0.63	2.83	0.58	3.00	0.00	3.00	0.00	2.50	0.71	2.83	0.39
9 (NJPST 9/11)	1.1,1.5	STANDARD 9:PD	2.63	0.81	2.53	0.95	2.50	0.41	2.67	0.65	2.00	3.00	3.00	0.00	2.50	2.12	2.75	0.87
		Overall	2.81	0.63	2.70	0.69	2.89	0.53	2.81	0.63	2.67	1.00	3.00	0.00	2.67	1.41	2.86	0.62

Spring 17, Fall 17, Spring 18 Exit Survey

Semester	CAEP	NJPST InTASC	Exit Survey	EPP n=89	MAT n=27	UG n=62	Elemn=47	Secondary n=24	TSD n=32	K-12 Art, Music, Health, PE n=17	P-3 n=3	ESL n=5
Spring 17	1.1, 1.5	8	10. Use educational technology effectively for instruction.	4.51	4.52	4.51	4.6	4.42	4.64	4.35	5	4
Fall 17	1.1, 1.5	8	10. Use educational technology effectively for instruction.	4.53	4.83	4.62	4.64	4	4.65	4.67	4	4.53
Spring 18	1.1, 1.5	8	10. Use educational technology effectively for instruction.	4.53	4.5	4.55	4.77	4.61	4.44	4.57	4.33	NA

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

Technology Crosswalk

Course	Use of Technology	Course	Use of Technology
ED 280	• eCampus on-line class site • Digital gradebook • Discussion Boards • On-line quizzes • Video links • eCampus assignment drop-box • Google docs • On-line quizzes • Power Point • Digital textbook • Digital links to campus resources • Student contributions to digital P-3 resource archive	ED 362, 479, 567, 369, 566	• Apps • Discussion board • Adobe Connect
ED 201	• eCampus online class site • Digital gradebook • Quizzes online • On-line Journals • Student Power point presentations • Data bases for library research • eCampus assignment drop box • Video links • Podcasts • Digital textbook access • Digital attendance for service learning participation • Digital links to campus resources	ED 320, 361, 624	• Google docs for collaboration • You tube for videos • Ipads • Kahoot • Cell phones • MS Office suite • Smart boards • eCampus features
ED 560	• eCampus on-line class site • Discussion Board • eCampus assignment drop-box • Video links • Google docs • Microsoft Word • Power point presentations • Digital textbook access • Group chat • Links to campus resources • Digital Data bases for research • Web site links for state and NAEYC standards • Digital video taping for edTPA • Video compression for edTPA submissions • Foliotek portfolio system	ED 319/529	• E Campus • FolioTek • Non-Print Media Research Project (research a new technology in student's given discipline) • Blogging software for students during Write on Sports Camp

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

Course	Use of Technology	Course	Use of Technology
ED 521	• eCampus on-line class site • Discussion Boards • eCampus assignment drop-box • Digital gradebook • Assignment drop-box • Group chat • Links to campus resources • Links to research data bases • Web site links to state and national standards • Power point • Microsoft Word • Google docs • Flip grid • YouSeeU for video taping • Foliotek portfolio system	EDL 326 Teaching Elementary Literacy Instruction, K-6	• Video clips of authentic teaching situations • Students record themselves teaching a guided-reading lesson • Students teach early childhood children how to use software on iPads to assist them learn sight-words and self-assess progress • MU students teach early childhood students how to self-assess comprehension strategies, such as retelling, using the iPad • Use of educational database to find research-based articles • Electronic journal readings • Electronic article readings • PowerPoint • Use discussion board to collaborate and support each other in the learning process • Students video record and assess read-alouds with students and submit these to eCampus.
ED 522	• eCampus on-line class site • Discussion Boards • eCampus assignment drop-box • Digital gradebook • Assignment drop-box • Group chat • Links to campus resources – Writing Center, Library, Tutoring, IT Department • Links to research data bases • Web site links to state and national standards • Power point • Microsoft Word • Google docs • Flip grid • YouSeeU for video taping projects – teaching and assessment assignments • Foliotek portfolio system	EDS 330	• Video clips • Record video of teaching • Use of Handbrake to compress videos • Use of educational database to find research-based articles • Electronic journal readings • Electronic article readings • TED talk about disability • PowerPoint • Prezi • Kahoot! • Online blog • Online quizzes and final exam • IRIS modules • Use of iPads during instruction • Use discussion board to collaborate and support each other in the learning process

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

Course	Use of Technology	Course	Use of Technology
ED 367/368 (ED 578/585):	• E Campus • FolioTek • EdThena (Online video feedback software • is used with Filmed Literature Circle Project	EDS-332	• Video clips • PowerPoint with audio and video • IRIS modules • Socrative • Online quizzes • Online discussion boards • Use of educational database to find research-based articles • Review of Assistive Technology • Understood.org simulation modules
EDS 338	• Google docs for • Collaboration • Video clips for class presentations • Discussions using ecampus for dialogue about classroom activity or comments about reading assignment • Powerpoints to enhance teaching • Research using library resources such as EDS 338 Lib Guide	EDS 350	• Video clips • Record video of teaching • Self review and peer review of video-based lessons • Online literature review • PowerPoint • AFIRM modules • Overview of technology-aided instruction • Overview of technology-based communication • Technology-based lesson plan embedding functional adaptations • Online quizzes and final exam
EDS-500	• Video clips • Power point with audio and video • IRIS modules • Socrative • Online quizzes • Online discussion boards • Use of educational database to find research-based articles	EDS 535	• Use discussion boards to disseminate readings • Video clips • Create a website for a unit plan (with all materials) • Create a virtual field trip • Use of educational database to find research-based articles • Electronic journal readings • Online exam • Create technology adaptations for specific students • Visit a field site in the community that uses assistive/adaptive technology • Identify a lesson plan database to support teaching • Identify multi-media software that is learner-centered • Use technology to enhance the planning of a unit • Use technology to enhance the delivery of a unit • Have lessons that include websites, virtual reality experiences, and pre-existing educational game(s). • Use the "voiceover" tool in PowerPoint • Use of technology to collaborate and provide peer feedback

Exhibit 1.5.a   Model and Apply Technology   CAEP 1.5, 2.3, TCC

Course	Use of Technology	Course	Use of Technology
EDS 530	- Video clips - Use discussion boards to disseminate readings - Use of educational database to find research-based articles - Electronic journal readings - PowerPoint with audio and video - SoftChalk to imbed content checks within weekly presentations - Use of Zoom for online teaching - Online final exam - Use of technology to collaborate and provide peer feedback	EDS-552	- Video clips - PowerPoint with audio and video - IRIS modules - Socrative - Online quizzes - Use of educational database to find research-based articles - Student-created video presentations of research - Requirement of use of technology in student-created lesson demonstrations
ED416/S, ED593 Yearlong Clinical Practice	- Foliotek portfolio system - E Campus - Smart boards - Use of i pads during instruction - Projectors in classrooms - Video clips for classroom instruction - Prezi - Kahoot - Use of Chrome books during instruction - Use of lap tops during instruction - Web site links to state and national standards - PowerPoints to enhance teaching - Technology-based lesson planning - Use of technology to enhance the delivery of a unit - Students record themselves teaching - Use of Handbrake and other software to compress videos - Self-review, peer review and third party review of video-based lessons - Multi-media software that is learner-centered - Student created video presentations of research - Podcasts - Professional development video tutorials - Familiarity with Google classrooms - Use of Google forms - Use of Google docs		