INFORMATION BOOKLET

Massachusetts Elementary School Principals' Association

Instructional Technology Masters/Certification Program

Massachusetts Elementary School Principals' Association, Inc.
Massachusetts Elementary School Principals' Education Foundation, Inc.

MESPA Education and Technology Center

28 Lord Road - Suite 125
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2012

PROGRAM OVERVIEW

The MESPA Instructional Technology Masters/Certification program is designed to prepare teachers and other educators to become licensed by the Massachusetts Department of Education as an instructional technology teacher. This program was developed by an advisory group of MESPA staff and computer coordinators working under the direction of MESPA's Professional Development Committee with the support of the Massachusetts Department of Education.

The purpose of the IT Masters/Certification program is to enable educators to acquire a Master's degree while earning an initial teaching license in instructional technology in a comprehensive yet convenient and cost effective manner. Program participants will work under the leadership of Bob Tucker, M.Ed. along with other outstanding practitioners in the field. This hybrid program will start in July 2012, with four days on-ground in July and three days on-ground in August. The remainder of the certificate program will be conducted an average of one day a weekend on-ground a month through June 2013. Those pursuing a Master's degree will complete 15 additional credits (5 courses) of academic coursework over the next twelve to eighteen months. The length of time needed to complete these courses will determine when the student will graduate with a Master of Education degree in Technology Leadership.

The MESPA IT Masters/Certification Program is designed to provide teachers and other educators with relevant, up-to-date, practical, and challenging learning experiences. Program content is drawn from research, nationally recognized authorities and resources, and the experience and knowledge of MESPA's Professional Development Advisory Board. The first year licensure program includes a practicum with on going supervision by a field-based supervising practitioner as well as advisor support by an IT Program faculty member. The cohort group will also become part of the participant's support network. Participants not wishing to pursue a Master's degree may elect to participate only in the strand leading to licensure as an Instructional Technology teacher.

The format and schedule is intended to provide flexibility, be responsive to individual participant's needs, and use the participant's time, energy, and financial resources efficiently. Participants will be invited to help with the evaluation and revision of the program, as well as with their own assessment and the creation of a personal professional portfolio.

CALENDAR / TIMELINE

The IT Masters/Certification Program will commence July 2012, with all formal coursework completed by participants in May 2014, depending on the student's second year course load. Those participants electing to participate only in the instructional technology certification strand will complete their formal coursework by June 2013. Program schedule and topics may be found starting on page 9 (2012-2014 COURSE SCHEDULE).

EARLY REGISTRATION / APPLICATION DEADLINES

Early registration applicants must have their completed applications submitted no later than January 30, 2012 for acceptance by February 29th, 2012. ***Candidates who submit early registration applications and are accepted into the program will receive a $100 discount on their tuition to be subtracted from their final tuition payment.*** Applications submitted after the early registration process will be accepted on a revolving basis. Applicants will be notified of acceptance within thirty days of submitting their completed applications. Final application deadline will be May 1, 2012. Every effort will be made to keep the classes small.
The registration form and a $75 non-refundable registration fee must accompany the application form. All applications received after the May 2012 will only be considered in the event there are seats available. NO ONE WILL BE ADMITTED TO THE PROGRAM AFTER THE FIRST DAY OF CLASS.

Contact the MESPA office at 508-624-0500 <tuckerb@mespa.org> for answers to questions about registration and/or the IT Masters/Certification Program.

PROGRAM CONTINUITY

Incomplete formal coursework for the Master's degree must be completed by May 2014 for those wishing to graduate in June, 2014. Incomplete formal coursework for the instructional technology teacher license and all practicum requirements must be completed by June, 2013 for those wishing to earn their initial license in Instructional Technology by July, 2013.

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PARTICIPANT PERFORMANCE AND PROGRAM CREDIT

Participants should expect that their performance in the MESPA IT Masters/Certification Program will be assessed in a variety of ways, including: self-assessment profiles, collected work samples in various media to form portfolios, direct evaluation by faculty, academic advisor, and practicum supervisor according to set criteria aligned with the Department of Education's Professional Standards for Teachers and IT competencies, and review by other professionals of required performance. Participants in the Master of Education strand will successfully complete six additional courses.

Grading will be based on the students' performance in class, on their performance on out-of-class assignments, and on their practicum-based work. The qualitative evaluation will be based on:

- the quality of the individual student's oral and written in-class work.
- the quality of the group projects of the individual student.
- the student's ability to analyze and reflect on the critical questions that form the foundation for that class.
- the student's practicum-based work as it relates to the Professional Standards for Teachers and IT competencies, strategies and skills taught in class.

The following questions are used by faculty to critique student performance at the conclusion of each course:

What were the in-class projects that the student completed? How did the student contribute to the success of the project?
What are the skills and concepts the student has acquired and at what level of understanding? (None, limited, proficient, advanced, mastery.)
How has the students demonstrated an understanding of the skills and concepts presented?
What skills and/or concepts does the student need to continue to develop?
Characterize the student's ability to analyze and reflect on the critical questions that form the foundation for this course as evidenced by in-class discussions, group work, and the final assignment.

A copy of the critique is sent to both the student and Program Director. This will become part of the permanent record of the student.

Upon successful completion of the program, each participant electing the Master's strand will receive 36 graduate credits and a Master of Education degree in Technology Leadership from Fitchburg State University. In addition, those meeting all course and DESE certification requirements will be recommended for an initial Instructional Technology license from the Department of Elementary and Secondary Education.

Upon successful completion of the MESPA IT Masters/Certification Program, each participant electing only the certification strand will receive 21 graduate credits **or** 280 PDP's (depending on the Payment Option selected). In addition, those meeting all course and DESE certification requirements will be endorsed for an initial instructional technology teacher license from the Department of Education.

PERFORMANCE EVALUATION

Each faculty member is responsible for evaluating the performance of participants in the course for which s/he has responsibility. The MESPA IT Masters/Certification Advisory Committee is responsible for overseeing the determination of performance expectations, criteria for their review, and evaluation of satisfactory completion. Appeals may be made to the MESPA IT Masters/Certification Advisory Committee. This committee is responsible for recommending candidates for licensure by the Massachusetts Department of Education.

The supervising practitioner and MESPA academic advisor are jointly responsible for evaluating the candidate's growth based on observations of the candidate's work in the school. A standardized performance rubric will be used to measure this growth. At least three meetings of the advisor and/or program director, supervising practitioner, and candidate will take place during the year. These meetings will assist the candidate in assessing their progress toward meeting Professional Standards for Teachers and IT competencies and setting goals.

DESCRIPTION OF PROGRAM CONTENTS

For a description of the program course content, please see MESPA INSTRUCTIONAL TECHNOLOGY MASTERS/CERTIFICATION PROGRAM CONTENTS on page 8.

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ATTENDANCE, WITHDRAWAL, REINSTATEMENT

Students are admitted to the program through an open application process, which accepts students regardless of race, color, national origin, gender, sexual preference, age, or handicapping condition. Applicants to the program must possess at least an undergraduate degree from an accredited institution and show evidence of exemplary work with students as well as a basic level of technology integration skills. Applicants who are interested in being awarded an instructional technology teacher license from the Department of Education must complete a 300 hour pre-practicum/practicum involving supervised work with technology in an educational setting at two levels, should (preferably) already have experience working with students in an educational setting, and should have passed the communication & literacy components of the Massachusetts Teacher Educator Licensure Tests (MTEL).

Attendance of all participants is mandatory and expected in all activities because of the unique nature of this program and its dependence upon the cohort group experience. This primary component of the program, the development of "cohort groups" of participants all working toward the same goal, sharing similar experiences, and thereby creating a support network for the future, is essential. Participants with a legitimate excuse (death in the family, serious illness, etc.) may miss no more than two classes during the two years of formal coursework. They must make up missed classes either with the same instructor at another time or in the next IT Masters/Certification Program cycle.

Participants who are absent from more than 2 days of classes must withdraw from the program and may apply to the Program Advisory Committee for reinstatement in a future cycle in order to complete the program. The available space due to enrollment, the cohesive nature of the cohort groups, and the content of the program experiences will be factors in determining whether or not reinstatement is possible.

Successful M.Ed. degree candidates will be required to attend all of the certificate classes (240 hours of online and face to face coursework) plus five additional courses in year two, successfully complete all group projects, as well as written and research-based assignments, and complete all pre-practicum and practicum work (300 hours).

RESOURCES AND ADVISING SERVICES

All required certification program materials are provided and included in the program fee. Also included in the fee are continental breakfasts, lunches and snacks. The MESPA library and other research materials and services are available to program participants, as are the resources of state-of-the-art MESPA Technology Center.

MESPA also will provide extensive advising services to program participants. Upon successful admission to the program, the program director will meet with each student prior to the start of the first class to review the program standards and forms, discuss the grading criteria and rubric used by the faculty as well as review their schedule of regular advising meetings with their academic advisor. The academic advisor will meet with their students a minimum of three times during the year. These meetings are designed to review the student's progress, answer questions, and to make recommendations for additional work necessary to meet the Professional Standards for Teachers and IT competencies. The first meeting will be in July/August, the second in October/November and the third in February/March. Advisors will also be available to meet with students on an 'as needed' basis.

The program director will also discuss with program participants the pre-practicum and practicum activities as they relate to their coursework and Professional Standards for Teachers and IT competencies. Together they will review the joint role of their IT certified supervising practitioner and academic advisor in assessing their performance in a school-based setting, the grading criteria and rubric that will be used as well as the student's practicum record keeping requirements.

FINANCIAL INFORMATION

- The cost of the MESPA IT Masters/Certification Program is *only* $10,999 **plus** the additional cost for the 15 graduate credits for the Master of Education strand as well as the cost of books and materials.

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- The cost for the MESPA IT Certification Program is *only* $10,999 for those participants electing to earn an Instructional Technology Teaching license **and** earning 21 graduate credits. This includes all basic certification materials, snacks and meals, advisor support, and the cost of guest speakers and other special arrangements.
- The cost for the MESPA IT Certification Program is *only* $9,200 for those participants electing to earn an Instructional Technology Teaching license **and** earning 315 Professional Development points. This includes all basic certification materials, snacks and meals, advisor support, and the cost of guest speakers and other special arrangements.

Payment is due according to this schedule unless other arrangements are made in advance and approved by the Advisory Committee:

Master of Education Strand $10,999 **plus** cost of 15 additional credits	Certificate Strand **with** graduate credit $10,999	Certificate Strand **with** PDP's only $9,200
♦ **$1000** within 45 days of acceptance to the program will be required to hold your place in this program. This deposit will be non-refundable, but it will be applied to the full cost of the program and is not an additional charge. ♦ **$2,000** by July 1 ♦ **$2,000** by August 1 ♦ **$1,250** by 9/1, 10/1, 11/1, 1/1 and **$999** by 2/1 ♦ **Plus cost of 15 additional graduate credits**	♦ **$1000** within 45 days of acceptance to the program will be required to hold your place in this program. This deposit will be non-refundable, but it will be applied to the full cost of the program and is not an additional charge. ♦ **$2,000** by July 1 ♦ **$2,000** by August 1 ♦ **$1,250** by 9/1, 10/1, 11/1, 1/1 and **$999** by 2/1	♦ **$1000** within 45 days of acceptance to the program will be required to hold your place in this program. This deposit will be non-refundable, but it will be applied to the full cost of the program and is not an additional charge. ♦ **$2,000** by July 1 ♦ **$1,200** by August 1 ♦ **$1,000** by 9/1, 10/1, 11/1, 1/1, 2/1

FINANCIAL AID

The MESPA Administration will assist participants in obtaining financial aid through a variety of loan programs**.** Applicants and participants are encouraged to seek financial assistance if they have the need. Contact MESPA for more information.

ADMINISTRATION

The MESPA IT Masters/Certification Program is administered by an advisory committee working under the authority of the MESPA Board of Directors and with the assistance of the MESPA Professional Development Committee. The advisory committee is responsible for all aspects of the program's implementation. Members of the MESPA IT Masters/Certification Advisory Committee are listed below.

PROGRAM ADVISORY COMMITTEE MEMBERS

Nadya Aswad Higgins, Executive Director, MESPA/MESPEF/MESPA Education and Technology Center
Jim Brown, Assistant Executive Director, MESPA/MESPEF/MESPA Education and Technology Center
Bob Tucker, IT Masters/Certification Program Director, MESPA Education and Technology Center
Kathi Lengel, Technology Integration Specialist and Educational Consultant

PROGRAM FACULTY

- **Bob Tucker,** Program Director, MESPA IT Masters/Certification Program; Education and Technology Specialist, MESPA Education and Technology Center; adjunct faculty, Framingham State College, Fitchburg State College, and Simmons College; former elementary school teacher in Lexington, MA.
- **Mary Marotta,** Technology Department Chair, Nashoba Regional High School, Former Technology Director, Clinton Public Schools, Adjunct Faculty, Lesley University, Adjunct Faculty, Fitchburg State University, Adjunct Faculty, Northeastern University
- **Kathleen Lengel,** Technology Integration Specialist and Educational Consultant, MESPA Education and Technology Center; Certified Apple Computer Integration and Leadership Trainer, Apple Computer; author of

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online courses & software support manuals; adjunct faculty, Fitchburg State College; former school principal in Southborough, MA.

- **Tom Plati**, Director, Educational Technology and Services, Lexington Public Schools; adjunct faculty, Simmons College
- Other prominent educators and outstanding practitioners in the field.

PROGRAM REQUIREMENTS

The core program is uniquely divided into four strands which offer an integrated developmental curriculum linked to the Department of Education's Professional Standards for Teachers and IT teacher competencies. They are then related to and augmented by the *National Educational Technology Standards(NETS) for Teachers* and the *National Educational Technology Standards (NETS) for Students*. The participants also draw on their school and district level technology questions to clarify issues and collaboratively develop effective strategies. In that way, students are assured of meeting state requirements for licensure, and are also trained in relevant skills that they will need to succeed in the day-to-day realities of our present and future schools.

The program is based on the publications entitled *NETS for Students* and *NETS for Teachers,* published by ISTE (International Society for Technology in Education) as well as the State competencies, providing solid instructional and experiential opportunities for the participants to develop proficiency necessary to become effective leaders in the following four areas:

- *Development of skills and understandings related to leadership, communication, technology planning, and the culture of schools.*
- *Development of skills and strategies related to the effective integration of technology into the curriculum.*
- *Development of skills and strategies related to understanding computer hardware, software, peripherals, and networking structures as well as their upkeep, maintenance, and effective management.*
- *Examination of the ethical, legal, equity and practical issues that impact both the day-to-day and long term operation of technologies in an educational environment.*

STRAND ONE COMPONENTS

Development of skills and understandings related to leadership, communication, technology planning, and the culture of schools.

- Establishing effective communication skills.
- Establishing effective leadership and motivational skills.
- Establishing effective interpersonal attitudes and skills.
- Understanding and implementing the change process.
- Attending to the culture and climate of the school or district.
- Knowledge of how to work effectively with staff and use group process skills.
- Knowledge of and an ability to use effectively the political process.
- Assessment of district's hardware, software, networking, staffing, and professional development needs.
- Researching, developing, and revising and facilitating implementation of the district's model technology plan.

STRAND TWO COMPONENTS

Development of skills and strategies related to the effective integration of technology into the curriculum.

- Researching and implementing strategies for effective integration of technology into the curriculum.
- Knowledge of effective uses of productivity tools.
- Knowledge of effective uses of presentation tools.
- Knowledge and effective use of Web 2.0 tools.

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- Developing evaluation rubrics for educational software review.
- Developing units of practice and student competencies.
- Developing portfolio and authentic assessment strategies to strengthen classroom instruction.
- Delivering effective instruction.
- Managing a lab or classroom
- Identifying and/or developing appropriate curriculum-based uses of the Internet.
- Identifying and/or developing appropriate curriculum-based uses of electronic research tools.
- Knowledge of and planning for effective models of professional development including mentoring.
- Developing strategies for giving all students access to the curriculum (SPED).

STRAND THREE COMPONENTS

Development of skills and strategies related to understanding computer hardware, software, peripherals, and networking structures as well as their upkeep, maintenance, and effective management.

Knowledge and understanding of:

- Hardware structures
- Operating systems
- Networks
- Peripherals
- Upkeep and maintenance issues.
- Day-to-day staffing, scheduling, and management needs.

STRAND FOUR COMPONENTS

Examination of the ethical, legal, equity and practical issues that impact both the day-to-day and long term operation of technologies in an educational environment.

- Understanding and developing strategies to comply with copyright law.
- Understanding and developing an Acceptable Use Policy regarding student's use of the Internet and e-mail.
- Understanding and developing strategies to comply with the Department of Education's Educational Technology district requirements.
- Understanding and developing strategies to comply with the Department of Education's Educational Technology Integration Services (ETIS).
- Understanding and developing strategies to comply with the Department of Education's IMS Systems.
- Knowledge of technology grant opportunities in the public and private sector.
- Gathering data such as TSAT for effective decision-making.
- Professional development for the IT teacher.

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MESPA INSTRUCTIONAL TECHNOLOGY MASTERS/CERTIFICATION PROGRAM CONTENTS

MESPA believes the role of the instructional technology teacher is to provide a spectrum of support in the areas of administration, curriculum integration, professional development, and technology installation, upgrade, and maintenance. The program is designed to develop the skills necessary to meet the challenges of supporting effective technology use within the competing priorities of a dynamic educational environment.

The **administrative role** of the instructional technology teacher includes but is not limited to:
- technology plan revision and implementation oversight;
- district leadership in articulating the impact of technology supporting the curriculum and its role in education reform;
- assessment of the district's hardware, software, networking, support staff, and professional development needs; and
- making appropriate purchasing decisions.

The **curriculum integration role** of the instructional technology teacher includes but is not limited to:
- working with curriculum coordinators and teachers to facilitate the identification of appropriate hardware, software and telecommunication resources to support the framework-aligned curriculum;
- working with teachers and curriculum coordinators to design, produce, implement, evaluate and revise technology-based resources that support teaching and learning of particular standards;
- working with SPED staff to identify hardware and software supports to give all students access to the curriculum; and
- working with students to deliver effective instruction.

The **professional development role** of the instructional technology teacher includes but is not limited to:
- working with administrators to identify and integrate effective and efficient uses of technology such as presentation tools, budget tools, word processing tools, scheduling tools and use of e-mail and the Internet;
- working with classroom teachers and aides to identify and integrate professional and instructional uses of technology such as curriculum-based software, project-based software, tool-based software as well as peripheral hardware such as printers, scanners, digital cameras, etc.; and
- working with SPED staff and their aides to identify and integrate developmentally appropriate assistive technology hardware such as alternative keyboards, track balls, and software such as talking word processors, large print electronic books, to give all students access to the curriculum.

The **technical role** of the instructional technology teacher includes but is not limited to:
- managing technology resources to support teaching and learning activities in the classroom and in the computer lab;
- installing hardware, software, and network connections;
- upgrading memory, add-on boards, alternative keyboards, mice, etc.;
- performing routine maintenance and basic troubleshooting on hardware, system software; and networks.

The **fundamental objectives and characteristics** of this unique program are to provide opportunities for teachers, coordinators, administrators, and other educators from public and private schools to:
- learn accepted theory of sound educational practice and the integration of technology;
- better communicate technology's role in education and advocate true reform;
- develop a strong foundation in the skills necessary to facilitate effective management and use of technology;
- teach professional development workshops in the effective integration of educational technologies;
- train aspiring teachers, coordinators, and administrators to assess a district's technology needs and make appropriate staffing and purchasing decisions;
- receive advising and timely support by highly qualified instructional technology practitioners;
- participate in intensified modules of classroom instruction offered on a part-time schedule held at times convenient and appropriate for educators;
- participate in classroom instruction which requires minimal time away from school and minimal travel;
- integrate all aspects of technology into the curriculum so that they better understand how each piece fits into the whole through the efforts of the faculty;
- gain site-based experience as well as network with practicing technology coordinators and each other in cohort groups.

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2012-2013 COURSE SCHEDULE

2012 Program Dates

- July 13
- July 15, 16, 19, 20
- August 13, 14, 16, 17
- September 15
- November 10, 11
- December 8, 9

2013 Program Dates

- January 19, 20
- February 9, 10
- March 16, 17
- April 6, 7
- May 11
- June 1
- July, 2013 - June 2014 - (Masters)

Note: Many of the courses are taught in a hybrid (face-to-face and online) format.

Practicum in Instructional Technology – 3 credits

7/13/2012 plus 32 hours online

This field-based practicum provides supervised practice in two levels of school--elementary, middle, and/or high--dependent upon the individual candidate's focus of instruction. Students will be assigned clear instructional responsibilities and will keep the schedule of a regular classroom teacher. They will collaborate with their supervising practitioner to develop and refine their professional practice as well as observe other professionals to learn best practices for infusing technology into their instruction and professional practice. They will keep a log/journal of all of their teaching responsibilities. They will engage in online activities that will include online discussions, case studies, readings, and written reflections. They will work with the administrators at the schools to create and deliver a professional development workshop in instructional technology for their peers. After successfully completing this year-long practicum, students will be eligible for an Initial License in Instructional Technology in the State of Massachusetts.

Integrating Technology into the Curriculum – 3 credits

7/15/2012, 7/16/2012, 7/19/2012, 7/20/2012 plus 8 hours online

This introductory course will provide an overview of how technology can best support classroom instruction and enhance student understanding. It will cover the research and implementation strategies for effective integration of technology into the curriculum. Students will first investigate effective models of technology integration and learn effective uses of productivity and presentation tools such as word processing, database, spreadsheet, telecommunications, print and graphic utilities, multi and hyper-medias, and video. Students will also develop K-12 curriculum and teaching strategies sensitive to all learners, especially students in regular classrooms with high incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Students will work in cooperative groups during class time to identify barriers to students' learning using school-based case studies to address these barriers. As part of a final project, students will work in groups to create two class presentations using a multimedia authoring tool and a presentation tool on technology integration, one of which must address supporting students with disabilities.

Learning Theory and Instructional Design Strategies – 3 credits

8/13/2012, 8/14/2012, 8/16/2012, 8/17/2012 plus 8 hours online

This course is designed to help students understand key learning theories and their effective use in curriculum design and delivery. Students will first investigate the key features of behavioral, cognitive, and constructivist theories of learning. Students will then learn about instructional design principles (Differentiated Instruction) and instructional delivery principles (Understanding by Design) and apply these principles to learning activities for students at three different levels. As a final project, they will apply these principles to re-designing curriculum

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materials in use in their local school district. They will then discuss strategies for effective employment of these re-designed materials in their school district.

Practicum Seminar – 3 credits

9/15/2012, 11/10/2012, 11/11/2012, 3/17/2013, 6/1/2013

Students in this intensive seminar will deepen their understanding of many facets of a school learning environment through discussions, case studies, simulations and written reflections. These topics will include the use of technology to support the collection and analysis of student data to aid in the development of targeted interventions for both regular and special education students, the use of technology to support school budget development and analysis, the use of graphic organizers to develop and map long-term planning, and the development of skills and strategies to support technology infrastructure maintenance and support. As a capstone activity, students will engage in a day-long simulation designed to provide them with an opportunity to gauge how prepared they are to provide the leadership, communication, technical, and advocacy skills necessary to be effective within their school district.

Designing Effective Professional Development Models – 3 credits

12/8/2012, 1/20/2013, 2/9/2013 & 2/10/2013 plus 8 hours online

Students in this course will research and then apply effective models of professional development. Students will work in groups investigating common principles of effective professional development programs incorporating the latest research on addressing student's learning styles, and share their results with the class. Using these principles each student will then design a professional development activity, including an evaluation component, to address a common need they have identified in their peer group. Each student will present their activity to some of the students in the class and invited guests. They will then reflect on the activity with the rest of the class, and use the oral feedback and written evaluations to revise their activity.

Social Networking and Web 2.0 Tools – 3 credits

12/9/2012, 1/19/2013, 3/16/2013 plus 16 hours online

This course will cover the research and implementation strategies for effectively integrating on-line resources into the curriculum. Students will engage in social networking while learning the fundamentals of Web 2.0 technologies that foster cohesion, connect classrooms globally, and generate content via social interaction. Throughout this course, students will explore and apply social networking resources available to educators and how these technologies can transform teaching and learning. Students will learn to create professional learning networks that integrate into the classroom environment. Some examples of social networking sites include Ning, Twitter and Wikis. As a final project, students will develop classroom-based activities that integrate one or more of these online tools.

Visioning with Technology – 3 credits

4/6/2013, 4/7/2013, 5/11/2013 plus 16 hours online

This course will examine how to build a shared vision for how technology can best support teaching and learning in a district over the next few years. It will include planning appropriate resources to meet these challenges, considering strategies for accomplishing goals within a political climate, cultural realities and fiscal constraints of the district, and critically examining the district technology plan and the role of technology in the teaching - learning process. Students will investigate assessment instruments to determine a district's hardware, software, networking, staffing, and professional development needs. Students will work in groups to create and present a research-based model of effective technology use tied to a districts assessed teaching and learning needs**.** They will present their plan to a mock school committee who will provide feedback and engage each group in a constructive dialogue.

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Technology Leader Program of Study

Students electing to complete a second year in the program will earn a Master of Education degree in Technology Leadership from Fitchburg State University. A minimum of 36 graduate credits is required to complete the MEd program. All 21 credits earned during the first year of the program at MESPA will be accepted toward the Master's in Education degree. The Master's program curriculum at Fitchburg State (for MESPA candidates) consists of:

Required Core Courses (6 credits)

Curriculum and Evaluation (online)
Seminar: Research in Educational Leadership (online)

Additional required course (3 credits)

Project in Educational Technology (online)

Two Elective courses (6 credits)
(Any ETEC course qualifies as an elective course – some sample courses are listed below)

ETEC 7253 HTML Developing a Third generation Web Site
ETEC 7600 Impact of Technology in Education
ETEC 7800 Using the Computer as a Research Tool
ETEC 8600 Computer and Writing 3 credits
ETEC 9090 Interactive Design and Analysis in Communications/Media
ETEC 9140 Managing Communication

Total for Degree - 36 credits

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