

Unification of Teacher Preparatory Programs

Mini grant Program to Support Collaborative Efforts
to Promote the Unification of Teacher Preparatory Programs
and to Meet the Needs of Diverse Learners

Proposal Cover Sheet

Name (Primary Contact): Catherine Tannahill

College or University: Eastern Connecticut State University

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Project Title: Educational Applications of Technology

If joint proposal, please list additional faculty and departmental affiliations:

Jaime Gomez, Chair, Communications Department

Denise Matthews, Communications Department

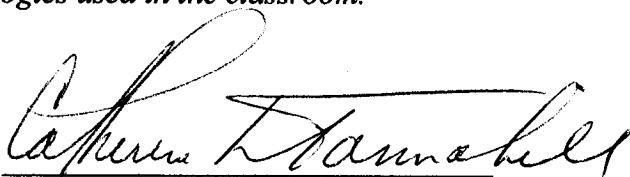
Gwen Whitham, Mathematics and Computer Science Department

Please provide a brief (40 word) summary of the project and the total amount requested:

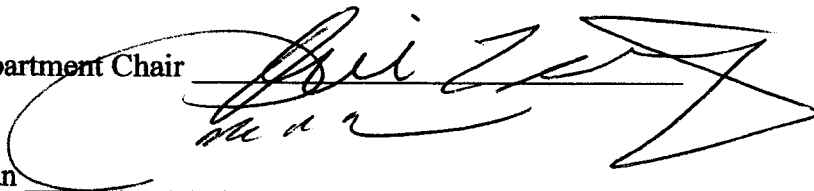
This proposal requests \$10,000 in funding for faculty to develop and align three one-credit, cross-departmental courses to prepare undergraduate students (anticipating admission to the elementary and secondary certification programs) in the operation and application of technologies used in the classroom.

Signatures

Principal Investigator



Department Chair



Dean

Please use this template as a guide for the completion of the proposal. Each of the following tasks should be addressed. Submit the completed template along with a completed and signed cover page.

Description of the Activity: What is being proposed? What is the rationale for the activity? Present a brief timeline for the proposed activity. (Two pages text maximum)

This proposal requests funding to support the development of three one-credit courses to address the technology competencies and needs of undergraduate teacher education candidates. Currently, students planning to apply to the elementary and secondary teacher certification programs take EDU 360: Technology in the Classroom. This is a one credit course offered over 5 weeks and intended to prepare students to meet the NCATE expectations for teacher preparation as well as the professional standards in educational technology. As taught now the course doesn't completely meet the needs of candidates entering these programs.

Although many undergraduates now come with some basic technology skills (i.e. accessing networks, Internet searching, operating productivity software), many still do not have all necessary skills. Most students do not have fundamental understandings of the basic operations and simple troubleshooting needed to support classroom technology. Faculty teaching EDU 360 attempts to address these areas as well as appropriate use of various technologies and the on-going issues of equitable access and legal and ethical practice. A one credit course is insufficient to meet these expectations.

Today's teacher candidates are facing increasing professional expectations to maintain their certification. Many of these expectations include the use of various technologies. For example, in Connecticut, the BEST portfolio assessment requires teachers to analyze their own performance through video technologies. Increasing access to low cost video technologies at the public school level requires teachers to be able to support teaching and learning with these as well. While these and other technology-related expectations for teacher performance are rising, budget challenges in districts across the state often result in less technical support for the classroom teacher requiring greater problem solving abilities and technical understanding.

Obviously, all these elements cannot be addressed sufficiently in a single credit course. Discussions with education faculty have highlighted the need to expand EDU 360 to deal with current technology issues in the classroom and candidate competencies and needs.

With these challenges in mind, faculty members from the Education Department, the Communications Department, and the Computer Science portion of the Mathematics and Computer Science Department have met to discuss options for preparing teacher candidates to meet the challenges they face. This faculty collaboration proposes to develop a block of three courses (1 credit each) that teacher candidates would take to address their educational technology competencies and needs.

The Communications Department is willing to develop and offer a Communications course (1 credit) that will focus on video production, editing, and appropriate use of digital media. Computer Science will focus on the mathematical and technical aspects of computers and other technologies as well as appropriate ethical issues. The Education Department will focus on classroom instructional aspects. All courses would continue to be based on the National Council for the Accreditation of Teacher Education (NCATE) and International Society for Technology Education (ISTE) professional standards (NETS-T), the Connecticut Teacher Technology Competencies (CTTC) and Eastern's Educational Department's Curriculum Framework.

Although the initial contacts for the collaboration have taken place, there is still much to do before the courses are ready to be offered. Involved faculty would continue to meet during the spring and summer of 2006 to align goals and objects for each course as well as appropriate assessments to document candidate mastery of the aforementioned standards. Faculty members have been identified to represent their departments in the process.

With the funding provided through this grant, course syllabi will be developed, resources identified, teaching faculty identified, and appropriate curriculum documents for

individual department approval would be completed by September. With this the courses can be offered beginning during the 2006-2007 academic year.

UTPP Goals Addressed: (Identify the goals of the UTPP program addressed by your proposed activity and specifically how anticipated outcomes of your work align with these goals):

This proposal would mesh well with several of UTPP stated project goals.

1. It is clearly an inter-departmental activity with faculty from the School of Education and Professional Studies and the School of Arts and Sciences.
2. The curriculum would be aligned among these three courses to meet new requirements within the Liberal Arts program as well as admission requirements for Elementary and Secondary Education students.
3. The nature of the content for these courses lends itself to performance-based assessment. Faculty will develop the courses to meet the aforementioned state and national technology standards and devise appropriate assessment to meet NCATE standards for performance assessment and unit evaluation.
4. This proposal will result in three courses where theory and practice will be closely aligned and will prepare future educators to use the technologies as productivity tools.

Proposed Budget, Rationale and Timeline: Please provide an estimate of the funding required to support the proposed activity (Allowable expenses include salary, supplies, honorarium, and travel expenses). Please provide a rationale for the funds requested in each budget category. Also provide a brief timeline for the completion of the proposed activity. All projects must be completed by September 15, 2006

Funding would be used to pay faculty for the time required to meet and align the course curricula and objectives. Faculty would meet during the spring and summer to review the objectives to be met by all three courses, identify individual course content, and identify logistical issues in simultaneous offerings for three departments. Faculty members will be compensated for developing the course syllabi, aligning the goals and objectives of the courses, and preparing materials to lead to course approval. We would like to request

\$9477 to pay four faculty members with additional funding of \$523 for supplies, materials, and refreshments for a total of \$10,000.

Curriculum Vitae: The principal investigator should submit a two page CV highlighting educational background, professional experiences, and scholarly accomplishments.

Number of FLCs	Faculty member	Faculty rank	cost of each FLC	total cost of FLCs	fringe benefits	total salaries	totals
1	Denise Matthews	Associate	1,350.00	1,350.00	218.84	1,568.84	
2	Gwen Whitham	Instructor	1,143.00	2,286.00	370.56	2,656.56	
2	Catherine Tannahill	Assistant	1,247.00	2,494.00	404.28	2,898.28	
1.5	Jaime Gomez	Associate	1,350.00	2,025.00	328.25	2,353.25	
			totals	8,155.00	1,321.93	9,476.93	9,476.93
	planning supplies and materials		523.07				523.07
	and refreshments					Total	10,000.00

Dr. Catherine Tannahill

VITA

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Education

EdD Educational Technology, Texas Tech University, Lubbock, Texas, 1989.
MA History, West Texas State University (now West Texas A&M University), Canyon, Texas, 1968.
BS History, West Texas A&M University, Canyon, Texas, 1966.

Certifications

Texas Teacher Certificate (Professional) in Mid-Management Administrator (Grades PK-12).
Texas Woman's University, 1994.
Texas Teacher Certificate (Provisional) in Secondary Social Studies Composite. West Texas
A&M University, 1967. Additional certification in Secondary Computer Information Systems
plus Information Processing Technologies II endorsement. Texas Tech University, 1989.

Teaching

August, 2002 to present, Assistant Professor, Educational Technology, Eastern Connecticut State
University
August 1968 to 2002. Educator, Texas Public Schools
January 1992 to 2002. Administrator: Educational Technology
August 1968 to May 1993. Teacher

Creative Activity

Grants

Advanced Concentration in Educational Technology. CATAL grant. 2003-2004. \$15,313
A Summer Academy for Integrated Science/Math for Middle School Teachers. Teacher Quality
Enhancement Grant: Connecticut Department of Higher Education. 2004-2005. \$105,387.
A Summer Academy for Integrated Science/Math for 7th & 8th Grade Teachers. Teacher Quality
Enhancement Grant: Connecticut Department of Higher Education. 2005-2006. \$119,010.
A Summer Academy for Integrated Science/Math for Middle School Teachers. Teacher Quality
Enhancement Grant: Connecticut Department of Higher Education. 2006-2005. \$110,000 (in
revision).

Workshops and Presentations

(February, 2005). *This Little Blog of Mine*. Workshop at Texas Computer Education Association
conference. Austin, Texas.
(March, 2005). *Bloggng@School*. Presentation at Internet@SchoolsEast conference.
Washington, DC.

Publications

(May, 2005). Coppola, Eileen M. Powering up: learning to teach well with technology. Review
in *CHOICE*.

(February 17, 2005). TCEA Session Review: Integrating elementary science and technology.

eSchoolNews Online. Downloaded 3/22/05 from

<http://eschoolnews.com/cic/tcea/blog/2005/02/000644.php>.

(February 17, 2005). TCEA Session Review: Shining the spotlight on community collaboration.

eSchoolNews Online. Downloaded 3/22/05 from

<http://eschoolnews.com/cic/tcea/blog/2005/02/000645.php>.

(October, 2004). Pflaum, William. D. The technology fix. Review in *CHOICE*. 345.

(Spring 2000). There is a lot of Fish in the Sea. Proceedings issue of *The Texas Technology Connection*. VII, 22-23

(Spring 1999). The Incentive Program. Proceedings issue of *The Texas Technology Connection*. VI, 44-45.

(Spring 1999). Making the Most of Limited Resources. Proceedings issue of *The Texas Technology Connection*. VI, 42-43.

(January 1999). Making the Most of Limited Resources. *TechEdge*. XVIII, 28-29

(April 1992). Keep Pilot Programs on Course. *The Executive Educator*. 14, 37, 39.

(Winter 1991). Classroom Applications: Using Videotape in the Classroom - Rationale and Procedures. *The Social Studies Texan*.

(Spring 1990). School Districts Do Not Encourage Lifelong Learning Among Their Professional Employees. *Kappa Delta Pi Record*. 26, 71-72.

Conference Presentations

(October 20, 2005). *Using Technology in the Elementary Science Classroom*. Presentation at NSTA Regional Conference, Hartford, CT.

(July, 2005). *WebCT as a Follow-up Tool*. Presentation at WebCT Impact 2005, San Francisco.

(February 9, 2005). *WebCT as an On-Campus Resource*. Presentation at the Texas Computer Education Association Conference, Austin, Texas.

(October 29, 2004). M. Shifrin, co-presenter. *Connecting to the Real World*. Presentation at the Connecticut Consortium for the Enhancement of Learning and Teaching, Manchester, CT.

(February 5, 2004). *Staff Development on a Shoestring*. . Presentation at the Texas Computer Education Association Conference, Austin, Texas.

(February 4, 2004). S. Herzog, co-presenter. *Welcome to My Web*. Presentation at the Texas Computer Education Association Conference, Austin, Texas.

(October 27, 2003). S. Herzog, co-presenter. *Welcome to My Web*. Presentation at the Connecticut Educators Computer Association Conference, Cromwell, CT.

(October 27, 2003). *Puzzles, Pictures and PowerPoint: Using Technology with Primary Students*. Presentation at the Connecticut Educators Computer Association Conference, Cromwell, CT.

(March 27, 2003). *Creating a Personalized Calendar Page*. Young Educator's Society Annual Conference for Connecticut's Future Teachers, Willimantic, Connecticut.

Prior Membership and Service

Texas Association for Educational Technology, Board Member, 1997-2000

Association for Educational Communications and Technology

Texas Computing Educators' Association, Board Member, Area 6, 1997-1999, Area 9, 2000-2001

Kappa Delta Pi Education Honor Society

Member, State Board for Educator Certification Advisory Panel to Develop Standards for Professional Development (Elementary and Secondary), 1999-2000.

Participant, State Board for Educator Certification Standards Review Committee for Technology Applications (8-12), 2000.

Field Trainer, MarcoPolo.

Faculty of Record, Technology Applications Certification Program, University of North Texas, 2002-2003.