The EPP is committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. All candidates in the initial certification programs must meet all ten Kentucky Teacher Standards for successful completion of their programs. Standard 6 is the technology standard and states “The Teacher Demonstrates the Implementation of Technology.” As part of their methods courses and field experiences, candidates are required to develop lesson and unit plans that provide strategies for using technology to enhance student learning. More specifically, the model lesson plan (1.2.8) includes a resource section where candidates are required to identify the technology used in the lesson. During their clinical experience candidates are required to develop a unit or series of lessons that required identifying the technology that will be used (1.4.1). To develop their technology skills, initial certification candidates must successfully complete an educational technology class, as well as assignments in various content and pedagogy courses. IECE and special education candidates complete an assistive technology course to help them determine how to plan for and implement assistive technology for students with disabilities.

The 2015-16 EPP-wide Lesson Plan assessment (1.1.2) had one component that was aligned to technology “Uses technology to design and plan instruction”. 87-98% of candidates met the target criteria in Transition Point 2 (TP2, admission to clinical experience) with most programs having a 100% met rate. 82-93% met the target criteria in Transition Point 3 (TP3, program completion) with candidates in several programs showing a low percentage of meeting the target- IECE, Secondary Math, Music, and Social Studies. The EPP wide Lesson Implementation assessment (1.1.3) has one component aligned to technology “Uses technology during instruction”. 98-100% of candidates met the target during TP2, with almost all programs having a 100% met rate. 84-98% of candidates met the criteria during TP3, with several programs scoring below 90% met during one or more semesters: Middle Grades Math, Science, Social Studies; Secondary English, Social Studies, Music; IECE; Special Education; and MAT Option 6 Secondary English. The data indicates that candidates are generally well skilled in the use of technology for planning and implementing instructional lessons.

A technology assessment (1.5.2) was also developed to determine how well candidates meet the National Educational Technology Standards for Teachers. The assessment has five components with 53% to 100% of candidates meeting the target criteria. The component with the lowest evaluation was “Engage in professional growth and leadership” which was evaluated through candidates completing a Screenshot Web 2.0 tutorial; another component “Facilitate and inspire student learning and creativity”, evaluated through a podcast, had a 65% met rate. The component, “Model digital age work and learning,” evaluated through a Google document had the highest pass rate at 98%. The professors of the technology classes have identified the two low scoring components as topics for further development and improvement.
All undergraduate and MAT candidates are required to develop and maintain an electronic portfolio in Foliotek during their professional semesters. The portfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the portfolio rubric and aligned with the appropriate state and national standards (3.4.5). Through various forms of instructional technology candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are committed to modeling positive technology usage by seamlessly infusing technology into their lessons and require candidates to do the same.

The use of technology is infused throughout all initial certification programs. Nearly all courses incorporate the use of Blackboard to organize assignments, make course materials available, display grades to students, and conduct online discussion assignments. Faculty also use a wide array of technologies and technologically-based instructional strategies, including the use of PowerPoint, voice over, video, web quests, interactive websites, blogs, discussion boards, Wimba, online databases, library databases, SmartBoards, iPads, and classroom “clickers.” The EPP has also created several courses in an online or hybrid format. An instructional technology specialist within the college works with faculty to help develop and implement online courses as well as infuse instructional technology into courses based in Blackboard. The entire campus, including most outside areas, are Wi-Fi hotspots that have both public access and a secure wireless network for faculty and staff.

All faculty and staff have modern technology to complete their work and enhance their instruction. This includes the faculty member’s choice of a desktop or laptop (Mac or PC) with a plethora of University-supported software. In addition, most faculty have a university-issued iPad for instructional and personal use. Faculty members may also use University-licensed software on their personal computers. The EPP has digital cameras and projectors for use during presentations, meetings, or events. All classrooms are “smart” classrooms that contain built in LCD projectors, document projectors, DVD players, and student response systems. NKU has a technology replacement plan that replaces faculty and staff computers approximately every 5-6 years. The EPP has “ownership” of one computer lab which is used for teaching the instructional technology classes. The EPP also has a modern mobile computer lab with 20 laptops and an iPad cart with 20 iPads available for faculty to use in their courses. The Smart classrooms, computer lab and mobile technology labs allow professors to model current technology being used in surrounding school districts and allows candidates to practice using the technologies and infusing them in their lesson plans and instruction. NKU maintains a 24-hour technology assistance hotline for faculty and students, with a staff of technicians to add software, repair computers, or assist with training. Additionally, the IT department offers many professional development workshops for faculty and staff. Various technology workshops and one-on-one trainings are available to all EPP faculty and staff throughout the year. These workshops focus on the use of technologies to use in the classroom as well as the development and ongoing support of online course materials. Every classroom on campus is a “smart classroom” and as a result of the technological infrastructure, faculty have access to all their resources from any computer in any classroom.
While all classrooms are open to use by any program on campus, the EPP has first rights on six modern, well-equipped classrooms located in MEP that accommodate between 20 and 60 students, a 450-person capacity lecture hall, laboratories for instruction in science, mathematics, computer technology, and literacy methods. Additionally, the EPP has first rights to four well-equipped classrooms in AHC. This includes a human performance lab that is designed to measure physiological and biomechanical principles and houses technology-enhanced instructional equipment.

Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are committed to modeling positive technology usage by infusing technology into their lessons. For example, Blackboard is used for blended and online course delivery. Blackboard allows educators to provide collaborative activities, critical reflections, and instructional resources to candidates in both online and face-to-face courses. Faculty have the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university’s Office of Information Technology as well as the Technology Coordinator and Instructional Design Specialist housed within the EPP. The technology coordinator works with faculty and students to help with Foliotek and assists the associate dean in managing data, which is used to track student progress and assess program effectiveness. The instructional design specialist assists faculty in building online course materials and enhancements for face-to-face courses and regularly conducts individual and group professional development opportunities that include the latest teaching technologies. Monthly “Technology Tips” and information is also sent to all faculty and staff in the Monday Message communication. The NKU Office of Information Technology offers a wide array of professional development sessions to help both faculty and staff in the implementation of the student information system (SAP), the use of Blackboard, and the development of interactive, online courses.

Several information technologies are used to maintain the EPP’s assessment system and includes the COEHS Database, Survey Monkey, and Foliotek. The college’s Access Database System is the result of collaborative efforts between the College of Education and Human Services and the Office of Information Technology. It provides a mechanism to electronically record EPP data, retrieve candidate data from NKU’s Student Information System (SAP), and generate reports regarding these data. The only data that are entered into the database are those which are not maintained in the central system but are required for continuous improvement, such as transition points and field experience placement information.

The primary database software is Microsoft Access. Some of the data that is needed in the database are housed in the SAP system and are automatically downloaded to the EPP education database. The Office of Information Technology is also responsible for providing the programming for the database. Examples of reports generated include a summary of candidates’ Praxis II Content and PLT scores, field and clinical experiences diversity placements, and transition points for each program.
Several EPP surveys, such as the alumni and employer surveys, are housed on the Survey Monkey website and are sent to various stakeholders for their feedback about the EPP candidates and programs. In addition to the above, EPP wide assessments are housed on Foliotek. Candidates upload various assignments in Foliotek and PK-12 and university clinical educators submit candidate dispositions, lesson plan, and lesson implementation evaluations in the Foliotek portfolio system.