

Instructional Technology Passport Requirements
Revised for Fall 07 Implementation
September 2007

ITPS A
Ethical Use of Technology

This assessment is a multiple choice test that is available on-line. Students may link to the test-site through the ITPS website located at <http://www.itps.ilstu.edu/competencies/competencies.htm>. This assessment addresses the ISBE Technology Standards for all Teachers 2G, 3E, 3F,4A, and 4C.

ITPS B
Web Searching

This assessment is a multiple choice test that is available on-line. Students may link to the test-site through the ITPS website located at <http://www.itps.ilstu.edu/competencies/competencies.htm>. This assessment addresses the ISBE Technology Standards for all Teachers 2E, 6A, 6B, AND 6C.

The questions are aligned with the I-Search Tutorial available on the Milner Library Webpage.

ITPS C
Telecommunications

In order to complete ITPS C, the teacher candidate must participate in class discussion boards that pertain to educational issues, in accordance with the instructor. In addition, the student will explain an appropriate purpose or rationale for the use of discussion boards in the PK-12 classrooms. The educational purpose must be instructional, administrative or curricular. Students will write a description of what they did and provide an explanation on how they would use this technology in the classroom.

Possible discussion topics include how and why a teacher would asynchronous telecommunication tools in as a instructional tool for teaching content (how would this work when teaching math, science, 3rd grade, PreK).

ITPS C – Telecommunications Rubric

	Standard to which criterion is aligned	Does Not Meet (requirements not met) 0 points	Target (meets requirements) 1 point	Exemplary (exceeds requirements) 2 points
Purpose/ Rationale	IL-CAS.CTECH.5.G; IL-CAS.S.2.A IL-TECH 1C, 1F, 2A, 2C, 2E, 2I, 3A, 3C, 6A, 7B	A rationale as to the use of a discussion board for this educational task is not included.	A rationale is included which explains an appropriate educational purpose for discussion boards for professional educators	A rationale is included which explains an appropriate educational purpose for discussion boards for professional educators and the teacher candidate has provided a rationale which addresses what was learned from the assignment being used as evidence; why a discussion board best serves this task and describes how thinking has changed as a result of completing this assignment
Use of Discussion Board	IL-PTS.6 IL-TECH 1F, 2A, 2C, 2E, 2I, 3B, 6A, 6B, 7F	The student has not logged on to a discussion board	The student has participated at least twice in a discussion board and evidence is available as a screen shot in their electronic portfolio.	The student has participated three times or more in the discussion board, and has provided screen shot evidence of all entries. Entries are appropriate and thoughtful.
Grammar	IL-TECH 1C, 7B, & 7C	Contains more than two misspellings and/or grammatical errors	Contains one or two misspellings or grammatical errors in the rationale/purpose statement	Contains no misspellings or grammatical errors in the rationale/purpose statement
Language	IL-TECH 1C, 2A, 7B	Concepts presented are vague and wordy	Concepts presented are relatively succinct	Concepts are succinctly presented

To meet this assessment teacher candidates must score target or better for each element.

ITPS D

Web Page Development

The teacher candidate will create a web site that could be used for educational purposes. In LiveText write a rationale for the website you have developed and explain how it will be used for educational purposes. Please include a link to the actual website.

The web site must include five of the following items:

1. An introduction
2. Educational philosophy (Initial Reflective Essay)
3. Curriculum project(s)
4. Clinical report
5. Learning activities for home
6. Contact information
7. Homework section
8. Calendar of school events
9. Parent Involvement/ Volunteer Sign Up Section
10. Community Learning Opportunities
11. Links to parent/ educational resources

Technology requirements embedded in this webpage must include ALL of the following:

1. At least two hyperlinks
 - o Web-based resources annotations
 - o Email address hyperlink
 - o Must be active and functioning
2. Font and text formatting for easy readability and show of organization (font, point size, bullets, italics, bold, indentations)
3. Appropriate white space
4. Table function
5. At least one image to enhance content, making pictures handicapped accessible through alt-tags
6. Background, colors and layout enhance readability
7. Sitemap/index, Breadcrumb links are at the top or bottom of the page directing readers to the other pages.
8. Footer with date of creation/revision, contact person, copyright information

In addition, the web site must be free of grammar, spelling and punctuation errors, and fair use guidelines are followed and nonoriginal material properly cited.

**ITPS D Web Pages
Assessment Rubric**

Criteria	Does Not Meet	Target (Meets Standard)	Exemplary	Standard to which criterion is aligned
Purpose	<ul style="list-style-type: none"> The website does not include a statement describing the purpose for developing the web site 	<ul style="list-style-type: none"> The website includes a statement describing the purpose for developing the web site 	<ul style="list-style-type: none"> The website includes a statement describing the purpose for developing the web site. In addition, the statement of purpose is clearly linked to the student-teacher's educational philosophy and mission statement, and the educational activities that are included on the web site 	IL-TECH 1A, 1C, 1F, 2A, 2B, 3A, 3B, 6A, 7B
Content-Hyperlinks	<ul style="list-style-type: none"> The hyperlinks do not point readers to quality information resources. 	<ul style="list-style-type: none"> The hyperlinks point the readers to multiple useful information resources. 	<ul style="list-style-type: none"> The hyperlinks point the readers to high quality, up to date pertinent resources 	IL-TECH 1C, 7D
Content	<ul style="list-style-type: none"> The Content on the page is informative and does not provide useful information to the reader. 	<ul style="list-style-type: none"> The Content on the page is informative and provides useful information to the reader. 	<p>The Content on the page is highly informative and provides essential information to the reader. The website showcases the students' research projects, data collection assignment, Q&A forums, or other assignments.</p>	IL-TECH 7D, 7H
Annotation	<ul style="list-style-type: none"> The website does not provide any annotations. It does not describe what students will find at the site. 	<ul style="list-style-type: none"> There are clear annotations describing Web based resources so that readers can navigate through the sites easily and locate the needed information. 	<ul style="list-style-type: none"> Annotations include motivating questions, and advanced organizers that provide the reader with sense of what will be found on each Web page. 	IL-TECH 3F, 6D 7B, 7C
Feedback	<ul style="list-style-type: none"> The website does not include a mail to with a valid e-mail address. 	<ul style="list-style-type: none"> The website includes mail to with a valid e-mail address. 	<ul style="list-style-type: none"> The website includes multiple feedback loops such as mail to with a valid e-mail address, a survey form or questionnaire. 	IL-TECH 5A, 5H, 6B, 6C, 7D

Design Elements-Typography	<ul style="list-style-type: none"> •The typography is not easy-to-read, and the use of fonts, point size, bullets, italics, bold, and indentation does not enhance readability. 	<ul style="list-style-type: none"> •The typography is easy-to-read, and the use of fonts, point size, bullets, italics, bold, and indentation enhances readability. 	<ul style="list-style-type: none"> •The typography is easy-to-read, and the use of fonts, point size varies appropriately for headings and text. The use of bullets, italics, bold, and indentation enhances readability 	IL-TECH 1A, 5B, 7A
Title	<ul style="list-style-type: none"> •Webpage title is not identified in the page properties 	<ul style="list-style-type: none"> •Webpage title is identified in the page properties. 	<ul style="list-style-type: none"> •Webpage title and webpage description are identified in the page properties. 	IL-TECH 5B
White Space	<ul style="list-style-type: none"> •The layout does not use horizontal and vertical white space appropriately. 	<ul style="list-style-type: none"> •The layout uses horizontal and vertical white space appropriately in most places. 	<ul style="list-style-type: none"> •Consistent format extends page-to-page. The layout uses horizontal and vertical white space appropriately. 	IL-TECH 5A, 5B
Use of Table Function	<ul style="list-style-type: none"> •A table function is not used for formatting text 	<ul style="list-style-type: none"> •The table function is used in formatting the text 	<ul style="list-style-type: none"> •The table function is used multiple times 	IL-TECH 5A, 5B, 5H
Images	<ul style="list-style-type: none"> •No images are used 	<ul style="list-style-type: none"> •At least one image (photo, clipart, graphic design, etc.) is used and pictures accessible through alt-tags 	<ul style="list-style-type: none"> •Additional elements beyond requirement are used. Both pictures and graphics are accessible through alt-tags 	IL-TECH 1C, 2F, 5A, 5B, 5F
Appropriate Images/Sounds	<ul style="list-style-type: none"> •A few of the photographs, graphics, sounds and/or videos are inappropriate for the content and do not create interest. 	<ul style="list-style-type: none"> •Most of the photographs, graphics, sounds and/or video enhance the content and create interest. 	<ul style="list-style-type: none"> •All of the photographs, graphics, sounds and/or video enhance the content and are high quality. 	IL-TECH 1C, 5B, 5F
Hyperlinks	<ul style="list-style-type: none"> •No working hyperlinks are provided 	<ul style="list-style-type: none"> •At least two hyperlinks are provided: one internal bookmark (connects to content on the same page) and one external. 	<ul style="list-style-type: none"> •Multiple working hyperlinks are used to link to documents, internal bookmarks (connect to content on the same page) and external sites. 	IL-TECH 5B, 6D

Background	<ul style="list-style-type: none"> •The background, colors and layout are inconsistent and do not enhance readability of content. 	<ul style="list-style-type: none"> •The background, colors and layout enhance readability of content. 	<ul style="list-style-type: none"> •The background, colors and layout are artful and consistent across the website. 	IL-TECH 1A
Navigation	<ul style="list-style-type: none"> •There are significant problems with menus, navigation links and internal links to sections of the website and a few connect back to the home page and/or sitemap. 	<ul style="list-style-type: none"> •Most of the external links to connecting websites are active and functioning. 	<ul style="list-style-type: none"> •Most of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap. 	IL-TECH 1A, 5A, 6D, 7B, 1F
Sitemap	<ul style="list-style-type: none"> •No sitemap/index is provided. 	<ul style="list-style-type: none"> •A limited sitemap/index is provided. Breadcrumb links are at the top or bottom of the page directing readers to the other pages. 	<ul style="list-style-type: none"> •A sitemap/index is provided to make the site easy-to-read-access. Breadcrumb links are at the top or bottom of the page directing readers to the other pages. 	IL-TECH 1A, 1F, 5A, 6D, 7B
Language	<ul style="list-style-type: none"> •The text has multiple errors in grammar, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> •The text has a few errors in grammar, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> •The text has no errors in grammar, capitalization, punctuation, and spelling. 	IL-TECH 1C
Fair Use	<ul style="list-style-type: none"> •The website does not follow fair use guidelines. Most nonoriginal material is not cited properly. 	<ul style="list-style-type: none"> •Fair use guidelines are frequently followed and nonoriginal material uses APA citations 	<ul style="list-style-type: none"> •Fair use guidelines are always followed and all nonoriginal material is properly cited using APA style. 	IL-TECH 2H, 3E, 3F,
Footer	<ul style="list-style-type: none"> •The web pages do not include a footer with date of creation or revision, contact person, copyright information. 	<ul style="list-style-type: none"> •The web pages include a footer with some of the following: date of creation or revision, contact person, copyright information 	<ul style="list-style-type: none"> •The web pages include a footer with date of creation or revision, contact person, copyright information. 	IL-TECH 5B, 3E

Students must meet all requirements at the “Target” level or above to successfully complete the ITPS D Assessment requirement.

ITPS E
Presentation Software and Idea Development Software

For the combined assignment of Power Point and Idea Development, the student will create a power point that would be used for an educational purpose, such as instruction, curriculum or administration. The power point must contain a design template, a title slide, title text, a hyperlink, an imported picture, and a graphic organizer. The graphic organizer must contain one main idea and at least two subordinate ideas with six details. Spacing, grammar and spelling must be appropriate and free of errors. The student must write a rationale that explains the purpose of the power point and why a concept map or diagram is used.

ITPS E Idea Development Assessment Rubric
ITPS E Presentation Software & Idea Development Assessment Rubric

	Does Not Meet (requirements not met)	Target (meets requirements)	Exemplary (exceeds requirements)
Purpose/Rationale IL-TECH 1C, 1F, 2A, 6A, 7B	A rationale as to the use of a concept map or diagram and/or the software choice involved for this educational task is not included.	A rationale is included which explains an appropriate educational purpose for this power point and why a concept map or diagram was used to illustrate idea development.	The teacher candidate has provided a rational which addresses what was learned from the assignment being used as evidence; why a concept map or diagram best serves this task; why this particular software was chosen for the task; what standards were addressed by that assignment; and describes how thinking has changed as a result of completing this assignment (How will you use this information in your future classroom?)
Presentation Template IL-CAS.LIS.12 ; IL-CAS.S.2.A IL-TECH 2A	No design template is used for the power point	The presentation includes a design template	The presentation includes a custom template
Title Slide IL-CAS.LIS.12 ; IL-CAS.S.2.A IL – TECH2A	No title slide is present in the power point	The presentation includes a title slide	The title slide clearly states the title and author of the presentation and is visually pleasing.

	Does Not Meet (requirements not met)	Target (meets requirements)	Exemplary (exceeds requirements)
Titles IL-CAS.LIS.12 ; IL-CAS.S.2.A IL – TECH 2A	No title text is used on any slides of the power point	The presentation includes a title text on at least one slide	The presentation includes more than one title text on at least two slide the enhances organization to the presentation
Bullets IL-CAS.LIS.12 ; IL-CAS.S.2.A IL – TECH 2A	No bullet points are present on any slides of the power point	The presentation includes bullet points on at least one slide	More than one slide contains bullet points, with two levels of bullets
Imported Image IL-CAS.LIS.12 ; IL-CAS.S.2.A IL – TECH 2A	No imported picture, diagram or graph is present on any slide of the power point	The presentation includes one imported picture, diagram or graph	The power point includes more than one imported picture, diagram or graph
Clip-Art IL-TECH: 1A; 2A; 2C; 2D: 3B; 5A; 5B; 7C;	Clip-art do not support or enhance the topic and or is ill-placed	In the power point, Clip-art is logically placed and supports or enhances the topic	Clip-art greatly enhances the topic and aids in understanding and is well situated on the page
Hyperlinks IL-TECH 1A; 2A; 2C; 3B; 7C; 5A; & 5B	Diagram contains no hyperlinks or hyperlinks do not function properly.	The power point contains at least one hyperlink to additional information or related resources.	Diagram contains multiple hyperlinks to additional information or related resources.
Graphic Organizer (1, 8%) IL-ISBE-TECH.5A IL-ISBE-TECH.5B IL-ISBE-TECH.5F IL-ISBE-TECH.8A	The presentation does not include a graphic organizer. The main idea of the graphic organizer is not clear or the main ideas are linked to less than two subordinate ideas.	In the graphic organizer, the main idea or ideas are clear and one or more main ideas are linked to at least two subordinate or related ideas.	The presentation includes more than one graphic organizer. The main idea or ideas of the graphic organizer are clear and concise. One or more main ideas are linked to at least four subordinate or related ideas.

	Does Not Meet (requirements not met)	Target (meets requirements)	Exemplary (exceeds requirements)
Graphic Organizers Details, Visual Appeal and Flow (1, 8%) IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B IL-ISBE-TECH.5A IL-ISBE-TECH.5B IL-ISBE-TECH.7C	Each completed diagram has fewer than six details that are logically connected to subordinate or related ideas. Cluttered design, difficult to follow and low visual appeal interrupts flow of ideas	In the graphic organizer, Each completed diagram has a minimum of six details that are logically connected to subordinate or related ideas. The graphic organizer is discrete, well spaced ideas with no overlap. Elements are easy to read and diagram has visual appeal. Diagram is easy to follow and points of connection are well placed	Each completed diagram has a minimum of 15 details that are logically connected to subordinate or related ideas. Has high visual appeal and Color and shapes are used to enhance flow and meaning.
Spelling/Grammar IL-ISBE-TECH 1A; 2A; 2C; 7C; & 7B	Contains more than two misspellings and/or grammatical errors	Contains one or two misspellings or grammatical errors	Contains no misspellings or grammatical errors
Font Usage IL-ISBE-TECH 1A; 2A; 2C; 5A, 5B 7C; & 7B	Font is too small for readability.	Font size is easily readable in both the power point and within the graphic organizer.	Font selection is easily readable and enhances the diagram.
Language Usage IL-ISBE-TECH 1A; 2A; 2C; 3B; 7C; & 7B	Concepts presented are vague and wordy	Concepts presented are relatively succinct	Concepts are succinctly presented

ITPS F: Spreadsheets

Why teachers need to be able to use spreadsheets (statement of purpose)

- To organize traditional gradebooks by student and assignment; to use formulas for calculating averages and totals; to be able to sort by test/assignment scores, last name
- To be able to organize a budget, including calculations of totals, balances; formatting decimal places & dollar signs
- To be able to create student assignments that require the use of spreadsheets for organizing and charting data; for instance, comparison of statistical data on countries, population data in the U.S., scientific data related to growth rates, etc...
- To be able to read and interpret student and school data presented in spreadsheet form; to be able to sort and find patterns in data

In order to complete ITPS 7 the student will create a spreadsheet that could be used for an educational purpose such as instruction, curriculum, and/or administration. The spreadsheet must contain at least ten rows of data, row and column headings, and at least 2 functions/formulas. In addition the student will sort data in multiple ways and create a chart or graph using axis labels and titles. In LiveText student must write a rationale for how this spreadsheet would be used for an appropriate educational purpose and the data analysis. A link to the spreadsheet must be included.

ITPS F Spreadsheets Rubric

Criteria	Standard	Does Not Meet	Target	Exemplary
<i>Rationale</i>				
Rationale	IL-ISBE 1A, 1F, 2A, 3A, 3B	The rationale is poorly written or does not state an appropriate educational purpose.	The teacher candidate clearly explains an appropriate educational purpose for this artifact.	The rationale is well written and ties the purpose to an instructional, curricular, or administrative purpose
<i>Criteria that demonstrate student's ability to organize and input data</i>				
10 rows of data –or- complete inclusion of all available data	IL-ISBE- TECH 1A, 2C, 2D, 3B	Less than 10 rows of data –or- incomplete data	10 rows of data –or- complete inclusion of all available data	More than 10 rows of data
Data, including row & column headings, are logically organized	IL-ISBE- TECH 1A, 2C, 2D, 3B	Data is not logically organized	Data, including row & column headings, are logically organized	Data, including row and column headings are organized in a logical manner that contributes to the ease of using the spreadsheet
<i>Criteria that demonstrate student's ability to manipulate the data</i>				
Able to use function or formula	IL-ISBE- TECH 1A, 2A, 2C, 2D, 2E, 3B, 5A	Less than 2 functions; invalid functions	Uses at least 2 basic functions (SUM, AVG, +, -, /, x) and/or standard deviation, mode, median or mean	Uses formulas related to formulas in other cells and/or uses more complex formulas such as in a look-up table
Able to sort by different criteria	IL-ISBE- TECH 1A, 2C, 2D, 2E, 3B, 5A	Does not show ability to sort by two or more criteria	Demonstrates ability to sort data by 1 criteria in both ascending and descending order	Demonstrates ability to sort data by 2 or more criteria at the same time.

<i>Criteria that demonstrate student's ability to interpret and present the data</i>				
Able to create chart or graph from data	IL-ISBE-TECH 1A, 2A, 2C, 2D, 3B, 5A, 5H	No chart or graph evident; incomplete chart; wrong type of chart chosen (does a poor job of representing the data)	Demonstrates ability to choose & create the most appropriate type of chart to clearly display a set of tabulated data. Chart includes axis labels and titles that make it clear to understand.	Demonstrates ability to transfer excel data and/or charts into other applications such as Word or Presentation software
Able to interpret data from a spreadsheet	IL-ISBE-TECH 1A, 2A, 2C, 2E, 3B, 5H	Inability to draw conclusions from data – or- inability to draw the most important/obvious conclusions presented by the data	Draw at least 2 conclusions about patterns evident in the data.	Ability to make recommendations for change/improvement based on conclusions drawn from data; able to compare conclusions drawn from two or more sets of data.

Students must meet all requirements at the “Target” or above level to successfully pass the ITPS E Assessment requirement.

ITPS G: Desktop Publishing

Students are required to create a document using a desktop publishing tool such as Microsoft Word, Microsoft Publisher, Printshop, or PageMaker, that is designed to be used in an educational setting. The document can be designed as a communication between home and school or for instructional purposes. The document must include multiple columns, articles, headlines, subheadings and graphics. There should be at least one example of text flowing around a graphic. The document should be easy to read, visually pleasing and free of grammatical and spelling errors. In LiveText students must write a rationale for how this spreadsheet would be used for an appropriate educational purpose

ITPS G Desktop Publishing Rubric

Criteria	Standard to which criterion is aligned	Does Not Met	Target	Exemplary
Rationale	IL-ISBE-1A, 1C, 1F, 2A, 2B, 2C, 2D, 2G, 2B, 3A, 3B, 3C, 3F, 6A, 7B	The rationale is poorly written or does not state an appropriate educational purpose.	The teacher candidate clearly explains an appropriate educational purpose for this software.	The rationale is well written and ties the purpose to an instructional, curricular, or administrative purpose
Articles	IL-ISBE-1A, 2C, 2D, 2H, 5B, 5H, 6B, 7H	The document contains only one article.	The document contains at least two distinct articles differing in content.	The document contains at least two distinct articles differing in content and at least one text box illustrating a quote from an article or other pertinent text.
Columns	IL-ISBE-1A, 2A, 2C, 2D, 3B, 5A, 5B, 5H	Only one column is used on a single page of the document.	At least two columns are used on single page of the document.	A mixed column format is used on a single column page of the document.
Headlines	IL-ISBE-1A, 2A, 2C, 2D, 3B,	The document does not employ headlines that clearly articulate a title and subheadings.	The document employs headlines that clearly articulate a title and subheadings.	The document employs headlines that clearly articulate a title and subheadings that are designed to 'hook' the reader.
Font	IL-ISBE-1A, 2A, 2C, 2D, 3B, 5A, 5B,	The fonts used in the document are difficult to read and point size varies for headings and text	The fonts used in the document are easy to read and point size varies for headings and text.	The fonts used in the document are easy to read and do not distract from the content; point size varies appropriately for headings and text.
Font Style	IL-ISBE--1A, 2A, 2C, 2D, 3B, 5A, 5B	Use of italics, bold, and indentations detracts from readability.	Use of italics, bold, and indentations enhance readability.	Use of italics, bold, and indentations enhance readability; font styles are used to emphasize content points to the reader.
Text Flow	IL-ISBE--1A, 2A, 2C, 2D, 3B, 5A, 5B	Text flows around graphic such that both the text and graphics are not easily perceived and/or read.	Text flows around graphic such that both the text and graphics are easily perceived and/or read.	Text flows around graphic such that both the text and graphics are easily perceived and/or read; a variety of text flow styles are evident.
Graphics	IL-ISBE-1A, 1E, 1F, 2C, 2D, 5A, 5B, 5F, 5H	The document contains less than two graphics.	The document contains at least two graphics.	The document contains at least two graphics that are connected to and enhance the textual content.

Graphics Type	IL-ISBE-1A, 1E, 1F, 2C, 2D, 5A, 5B, 5F, 5H	The document contains less than two graphics where the graphic is not original.	The document contains at least two graphics that differ and size; one should be original.	The document contains at least three graphics that are of different types (e.g., clip art, photo, word art, etc.); one should be original.
Spatial Considerations	IL-ISBE-1A, 2D	The document has an unacceptable amount of white space.	The document has an acceptable amount of white space.	The document has an acceptable amount of white space; the white space enhances the overall layout of the document.
Mechanics	IL-ISBE-1A, 2D, 2H	The document contains multiple spelling and/or grammar errors.	The document contains no spelling and/or grammar errors.	The document contains no spelling and/or grammar errors; active voice is used throughout the document in text created by the document author.

Students must meet all requirements at the “Target” or above level to successfully pass the ITPS 8 Assessment requirement.

ITPS H Assistive Technology

The H competency in the Instructional Technology Passport System focuses on the technology area of assistive technology. ITPS Competency H involves both online and hands-on learning experiences that have been designed to provide future educators with foundational knowledge of assistive technologies that can be used to meet the needs of students with disabilities and other diverse learning needs. Specific details may be found at: <http://itpsh.seat.ilstu.org/>

Stage One

Stage One of ITPS Competency H focuses on developing background knowledge about students who experience difficulty in the classroom, including students with disabilities, and an overview of assistive technologies that can be used to compensate for these difficulties.

There are six online modules, presented in WebCT, that are included in Stage One. They are as follows:

- Introduction to Technology for Diverse Learners
- Technology for Reading, Writing, Math, and Personal Organization
- Technology for Students with Communication Needs
- Technology for Students with Physical Disabilities
- Technology for Students who are Deaf or Hard of Hearing
- Technology for Students who have Visual Impairments

After completing these modules, students are required to take an online exam to demonstrate their knowledge and understanding of the content. Students are afforded a limited number of attempts on the exam so it is important to review and study the module content carefully before attempting the exam.

Stage Two

Stage Two occurs at the SEAT Center, located on the third floor of Fairchild Hall. Students must register for stage two prior to going to the SEAT Center. Students will not be allowed to begin Stage Two until Stage One is successfully completed.

Stage Two involves a set of hands-on experiences that allow students to gain knowledge and skills with commonly available assistive technologies.

ITPS I Databases

Definition: A database is a collection of information organized in such a way that a computer program can quickly select desired pieces of data. You can think of a database as an electronic filing system. Traditional databases are organized by fields, records, and files. A field is a single piece of information; a record is one complete set of fields; and a file is a collection of records. For example, a telephone book is analogous to a file. It contains a list of records, each of which consists of three fields: name, address, and telephone number. To access information from a database, you need a database management system (DBMS). The system may be Access, Filemaker Pro, or a free web-based database such as the one found at the following website: <http://server.com/siteapps/dbapp/> This is a collection of programs that enables you to enter, organize, and select data in a database.

The Competency: The teacher candidate will design, manipulate, and retrieve database information for an educational purpose.

Authentic Task: The teacher candidate will write a rationale for the database designed, explaining how the reported information would be used in an educational setting. The database will be designed to have multiple records and fields. At least 2 different field types from the following list must be included: numeric, alpha, date/time, and currency. A report will be developed using a query that supports the stated educational purpose. The nature of the query will be described. A reflection will be written explaining how the report supports the educational purpose and how he/she will use the information reported.

Evidence to be put in LiveText: the written rationale for the database, a database table (or snapshot of a large table), a description and/or snapshot of the query design, a report generated from that query, and a reflection.

The following is a list of how databases might be used for educational purposes:

- Maintain Student Information to be used to track meeting standards
- Keeping addresses for mailings to parents, etc.
- Classroom library records
- Keeping track of student readings
- File of lesson plans linked to standards, topics, and units of study
- Having students keep learning journals
- Collections of questions and answers
- Keeping information on items of study such as information on the 50 states, inappropriate student behaviors, etc.

ITPS I Databases Rubric

Indicator	Standards	Does Not Meet	Target	Mastery
1. The Rationale	IL-ISBE- 1C, 1F, 2A, 2C, 2D, 3A, 3B	The rationale is poorly written or does not state an appropriate educational purpose.	The teacher candidate clearly explains an appropriate educational purpose for this database.	The rationale is well written and ties the purpose to an instructional, curricular, or administrative purpose.
2. Record Design	IL-ISBE- 1A, 2C, 2D, 3A, 3B, 5B, 5C, 5D	The teacher candidate designed the database with less than 5 records.	The teacher candidate designed the database with a minimum of 5 records.	The teacher candidate designed the database with a minimum of 10 records.
3. Field Design	IL-ISBE-2A, 2D, 3A, 3B, 5D, 5E, 5H, 7A, 7E	The teacher candidate designed the database with less than 5 fields.	The teacher candidate designed the database with a minimum of 5 fields.	The teacher candidate designed the database with a minimum of 10 fields.
4. Field Types	IL-ISBE- 1F, 2A, 2C, 2D, 3A, 3B, 5A, 5B, 5D, 5H, 7E, 7H, 8A, 8B	The teacher candidate only used 1 type of field in the database.	The teacher candidate used at least two different types of fields from the following list: numeric, alpha, date/time, and currency.	The teacher candidate used 3 or more field types including a calculated field.
5. Query	IL-ISBE- 1A, 2A, 2C, 2D, 3A, 3B, 5A, 5D, 7A, 7E, 8B	The teacher candidate does not describe the query or the query described would not give the report results given.	The teacher candidate clearly describes the query statement or procedure that gave the results found in the report.	The teacher candidate clearly explains multiple criteria in the query that would produce the given report.
6. Report	IL-ISBE- 1C, 1F, 2A, 2C, 2D, 3A, 3B, 5A, 5D, 5H, 7D, 7E, 7H, 7I	The teacher candidate's report does not present a subset of the database.	The teacher candidate developed a report that accurately presents a subset of the designed database based on the reported query.	The teacher candidate developed a report that demonstrates the use of additional options such as sorting or grouping to make the information more useful or easier to read.
7. Reflection on Rationale	IL-ISBE- 2A, 2C, 2D, 3A, 3B, 3C, 7A, 7E, 8A	The teacher candidate's reflection does not respond to the purpose stated in the rationale.	The teacher candidate wrote a reflection that explains how well the report met the educational purpose in the rationale.	The teacher candidate's reflection explains how the purpose of the give database could be expanded for additional educational purposes
8. Reflection of Educational Usefulness of the Report(s)	IL-ISBE- 1A, 1C, 2A, 2B, 1F, 2C, 2D, 3A, 3B, 8A, 8B	The teacher candidate's reflection unclearly describes how the reported information is to be used for future educational activity.	The teacher candidate's reflection explains how the report could be used to improve instruction, curricular, or administrative tasks.	The teacher candidate's reflection describes multiple uses of the database for future educational activity.

Students must meet all requirements at the “Target” or above level to successfully pass the ITPS 10 Assessment requirement.