1) **Purpose**: The purpose of this proposal is to support underperforming K-12 students in literacy through collaboration with the UNI Reading Clinic, undergraduate students, graduate students and community participants.

**GOAL 1**: Facilitate clinical supervision of literacy instruction in need based field sites and improve teacher candidates’ (TCs) capacity to meet the needs of diverse students who struggle with literacy. Need based sites may involve: schools receiving Title I funds, students who may not have means to travel to campus, diverse populations such as recent refugees, and/or students in danger of retention (see IA legislation https://www.educateiowa.gov/early-literacy-implementation).

**OBJECTIVE 1a. Secure resources to ensure daily virtual supervision with qualified supervisor.**
- Technology allows the children served to receive support at their local school site, which removes the hardship of travel, often a primary barrier to attendance.
- TCs serving on site develop a richer understanding of diverse school experiences. Their supervisors, current MAE students enrolled in a practicum course, are located across Iowa and technology allows for their participation.

**OBJECTIVE 1b. Provide means for professional communication and collaboration between TCs and experts in the field to support K-12 students.**
- Supervisors are current or recent practitioners and have experience supporting children who struggle with literacy.
- Graduate student supervisors completing practicum work may inform their future career path as a reading specialist or coach.
- TCs are provided support and suggestions in an intentional coaching framework to support the growth of collaborative teacher leaders and content specialists.

**GOAL 2**: Facilitate technological competency for TCs and improve performance assessment.

**OBJECTIVE 2a. TCs will use technology and digital video effectively to document their practice.**
- TCs and supervisors will develop ease in creating digital artifacts documenting instructional strengths of K-12 students.
- TCs will better document performance and use technology to enhance their reflective practice.

**OBJECTIVE 2B. Improved use of technology, including video, will support course content, course materials and future program improvement for TCs.**
- Increased access and authentic use of technology will support TCs’ pedagogical knowledge.
- Coursework will continually be linked to student feedback & informed by the field.

2) **Identify how project will impact and benefit student learning, include %/number affected.**

The project will benefit student learning in three ways. First, current TCs and supervisors will apply content from past coursework (i.e. EDTECH, LITED Roles of the Reading Specialist, etc.) and use technological tools as an integral part of reflective practice. Second, students supported through the clinic will be closely supervised and design better instruction to target student achievement. Finally, the project provides documentation of, and opportunities for, continual course improvement.

All literacy education minors participate in the clinical experience and enrollment is rising. The pressure to ensure elementary students are reading on grade level by grade 3 will continue to motivate TCs to earn this endorsement. UNI must develop tools to support technological competency and application in order to meet the literacy needs of 21st century learners. Percent affected:
3) Describe how project aligns with COE Strategic plan and if possible department goals.
This project aligns with Goals 1 and 2 of the COE Strategic Plan. The project links technology to practice as a means of simultaneously delivering content, evaluating pedagogical performance, and strengthening leadership through a coaching/mentoring relationship. These aspects are reflected in the C&I department's initiative to foster technological competency among faculty and students. The project provides immediate opportunity to monitor course quality, as well as set the foundation for longitudinal research linking program impact to K-12 students, both of which are identified needs among the Teacher Education Strategic Initiative discussions and COE Strategic plan (see below specific connections).

GOAL 1: Lead the state and nation by developing highly effective professionals prepared to educate, serve, and lead future generations.

GOAL 2: Faculty will distinguish themselves by engaging in creative and intellectually rigorous teaching, scholarship, and service.

S.1.1.1: Collect immediate and longitudinal data from students/graduates regarding the impact of their coursework.
S.1.1.3: Develop diverse learning experiences through technology-rich environments...that extend the campus to multicultural national and international settings for both faculty and students.
S.1.1.4: Provide early, on-going, diverse, intensive, mutually beneficial clinical-based learning experiences that encourage the development of effective practices, impacts student performance and learning, and supports school reform initiatives.
Objective 1.2: Evaluate and adapt all preparation programs to focus on 21st Century skills and create professionals who are developmentally, linguistically, culturally, and technologically competent.
S 1.2.1 Gather data for individual and program assessments in a continuous improvement cycle and to revise curriculum.
S 1.2.2: Expand alt. delivery models that extend beyond campus & practices that use technology as a tool to transform teaching & learning.
T1.2.2.2: Engage and collaborate with IT, Continuing Education, and other external partners.
T1.2.2.3: Build the capacity of COE faculty to provide leadership with alternative delivery options.
S 1.4.3: Evaluate and increase program's capacity to impact the learning and development of preK-12 youth.
T1.1.1.1: Review and strengthen high-quality graduate programs that prepare leaders in their professions and enhance the social, cultural, and economic development of Iowa.

4) Describe your plan to assess the impact of the technology project on student learning.
A pre/post survey will be distributed in Spring 2016 to TCs and supervisors. These will include onsite and virtual support groups so comparison of delivery will be integrated into the data. Selected video sessions will be analyzed and monitored to ensure quality. In subsequent semesters, decisions about technology, and course content may be altered based on these data. Ongoing research will be conducted to assess the effectiveness and quality of instruction offered via the technology components included in this proposal. Students enrolled in the technology project will be contacted in their first and second years of teaching post graduation in a follow up interview to explore technological competency and perceived gains. Supervisors will also participate in focus groups evaluating the impact of the virtual experience.

5) Support Needed:
Technical support: The Reading Clinic Director will collaborate with Tim Thomas, Matthew Tenney, Maxine Davis, and Farah Kashef for support of existing technology (Zoom, Google Drive, Panopto). Matthew Tenney and/or Rick Seeley will support web camera use.
Installation of Resources: The resources will be used on site at local schools. They will initially be set up on campus at the IRTS Lab and moved to secure space at the school (rotating by semester).
Funds for Infrastructure: Additional funds for infrastructure are not needed.

2015-2016 COE Student Technology Fund Application
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In Stock
Eligible for FREE Shipping
Gift options not available. Learn more
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Subtotal (12 items): $223.08

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Customers Who Shopped for iPad mini 4 Case, SupFive [Verge... Also Shopped For
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Amazon.com Store Card
Your Account
Your Orders

CDW-G Quote Confirmation: Quote #YQMD732/P.O. Ref. YQMD732

Susan Pichotta <suep@cdwg.com>
Reply-To: Susan Pichotta <suep@cdwg.com>
To: tim.thomas@uni.edu

Tue, Nov 24, 2015 at 1:55 PM

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Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

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1/2
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- **Expires On**: 1/29/2016
- **Saved By**: tim.thomas@uni.edu
- **Premier Page**: University of Northern Iowa
- **Authorized Buyer**: Mindy Noble
  
  mindy.noble@uni.edu

Order Contact

- **Order Date**: 11/30/2015
- **Order Contact**: Tim Thomas
  
  University of Northern Iowa
  
  (319) 273-6081
  
  tim.thomas@uni.edu

Billing Contact

- **Customer Number**: 136560022
- **Billing Address**:
  
  002 GILCHRIST HALL
  
  UNIVERSITY OF NORTHERN IOWA
  
  CEDAR FALLS, IA 50613

  **Tax exemption**: I am tax exempt

Shipping

- **Recipient Contact**: Mindy Noble
  
  University of Northern Iowa
  
  (319) 273-3342

  (319) 273-3342

- **Shipping Address**:
  
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  CEDAR FALLS, IA 50614-0106

- **Delivery method**: no charge delivery

- **Trade compliance**: No, I will not be exporting

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Same day shipment subject to order size limitations. Dell standard shipping methods and payment via credit card, gift card or Dell Business Credit. Notification will be provided if there are payment delays which could impact shipping date. Electronics and accessories may ship separately.

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Proposal 2102016955

Proposer: Tim Thomas

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To access this proposal online, please search by referencing proposal number 2102016955.

Comments from Proposer:
Sarah VZ - Ipad Proposal

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Total: 6,886.00 USD

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TIM THOMAS
GIL 103 0008
CEDAR FALLS, IA 50614-0012
Phone: (319) 273-2211
Shipping Method: UPS Ground (1-2 day)
Payment Terms: Master Card / VISA

SUBTOTAL: $266.28
SHIPPING: $0.00
GRAND TOTAL: $266.28

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CUST NOTE ACCOUNT MANAGER NOTES: Thanks

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https://mail.google.com/mail/u/0?ui=2&ik=71f8576e6a&view=pt&search=inbox&q=from+tim.thomas@uni.edu&att=151357cfb4052571
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SUBTOTAL | $1,359.98
SHIPPING | $0.00
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