PURDUE UNIVERSITY | College of Education

Technology integration-Blended and Online Teaching (Ti-BOT) Handbook for Teacher Candidates

March 2026: ***Please note this is a living document so plan to visit multiple times per semester. Updates will also be sent out via the Brightspace Ti-BOT Student Center***

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Welcome Message

Welcome to the Technology Integration Blended and Online Teaching (Ti-BOT) program! We are delighted to guide you through this transformative journey where you will learn how to skillfully use, infuse, and integrate technology on your pathway to becoming a professional educator. As a critical part of this journey, you'll earn the technology integration and blended and online teaching license which is a requirement for your graduation. Acquiring this license will empower you to deploy technology effectively in crafting meaningful learning experiences for your current and future students, and to tailor them to various learning environments including traditional face-to-face classrooms, fully online, or blended settings.

The faculty, staff, and administration here at Purdue look forward to seeing you develop into an outstanding professional who exhibits a high level of care, concern, and compassion for others, and who can effectively leverage technology to support your students. We will support and assist you throughout the process and hope that you find the program to be challenging and rewarding.

We will expect your best in every course and with every assignment submission. The key to your success will require being attentive, responsible, and open to new ideas from your instructors, as well as from your peers. Your professional and personal growth is of the utmost importance to us here at Purdue.

Please take your time to review this handbook. It contains key information that will help you navigate the process seamlessly, meet the requirements, and successfully complete the process before your graduation. **You will also be required to submit a signed copy of the agreement at the end of this handbook into the Brightspace TiBOT Student Center.**

If at any time you have questions, please contact the Ti-BOT team. We offer in-person support at the Ti-BOT Lab in BRNG 3295 and virtual support can be accessed using the Microsoft Teams ID: 239 884 280 521 (Click here to join). Support hours for each semester will be provided in the Brightspace **Brightspace TiBOT Student Center**. Additionally, you can reach out via email techintegration@purdue.edu.

Sincerely,

The Ti-BOT Program Faculty and Teaching Assistants

Program Coordinator & Staff

Holly Fiock Brown, Ph.D.
Clinical Assistant Professor, Learning Design and Technology
Ti-BOT Coordinator

Dr. Holly Fiock Brown is a Clinical Assistant Professor in the Learning Design and Technology program at Purdue University. A proud "Triple Boiler", she earned her PhD and MSEd in Curriculum and Instruction as well as her BA in Social Studies Education from Purdue University. Her research focuses on collaborative online learning environments, with particular emphasis on teaching presence and the application of the Community of Inquiry (CoI) framework. She is especially interested in how distributed teaching presence can foster learner engagement and promote deeper interaction in online environments. In addition, her work examines how instructional designers are prepared to support the creation of effective and meaningful online learning experiences. Dr. Brown has been recognized nationally for her contributions to the field. She is the 2025 recipient of OLC's Excellence in Digital Learning Innovation Award, the 2023 recipient of the UPCEA Outstanding Service in Postsecondary Instructional Design Award, and a 2022 recipient of the D2L Excellence Award.

Jennifer Richardson, Ph.D.
Professor, Learning Design and Technology
Ti-BOT Faculty

Dr. Richardson is the 150th Anniversary Professor of the College of Education, Purdue University, and the Coordinator of the Ti-BOT program. She received her PhD in Curriculum and Instruction, from the University at Albany/SUNY, and is the convener of the Learning Design and Technology program at Purdue. Dr. Richardson's research focuses on distance education, in particular online learning environments. Specific areas of research and practice related to online learning include social aspects of online learning, including social presence, the Community of Inquiry (CoI), and strategies that not only enhance the learning environment for students but also make it more efficient and effective for instructors. Dr. Richardson is also a former K-12 teacher.

Adrie Koehler, Ph.D.
Associate Professor, Learning Design and Technology
Ti-BOT Faculty

Dr. Koehler obtained her PhD in Curriculum and Instruction from Purdue University. She is an Associate Professor in the Learning Design and Technology program at Purdue University and a Teaching Academy Fellow for Purdue University's Center for Instructional Excellence, 2023. Adrie's professional interests include the consideration of instructional strategies in teaching and learning processes across face-to-face, blended, and online environments. Specifically, she has explored these topics through investigating the ways emerging technologies, specifically social media, can be used for instructional purposes; how instructors develop a presence in online settings and the impact of this presence; and methods to best facilitate case-based instruction. Additionally, she is interested in discovering techniques for improving the transition of pre-service teachers into the education profession. Dr. Koehler is also a former high school business teacher.

Anthony Ilobinso
PhD Student, Learning Design and Technology
Ti-BOT Tech Consultant

Anthony is an Andrews Fellow and a Ph.D. student in the Learning Design and Technology program at Purdue University. He holds a bachelor's degree in biochemistry and a master's in environmental toxicology. With a background as a former K-12 science teacher, Anthony brings over 12 years of experience in diverse K-12 education-related roles, including accreditation officer, technology integration specialist, and school principal. His research interests revolve around exploring emerging technologies, such as extended reality technologies and artificial intelligence, within STEM and environmental sustainability education.

Fatemeh (Emma) Dadashipour
PhD Student, Learning Design and Technology
Ti-BOT Teaching Assistant

Emma is a first-year PhD student in the Learning Design and Technology program at Purdue University. She holds a Master's degree in English Language Teaching. Emma's research focuses on online and blended learning environments, with a particular interest in the Community of Inquiry (CoI) framework. In addition to her research, Emma is a course instructor for EDCI 270 and a teaching assistant for the Technology Integration – Blended and Online Teaching (Ti-BOT) licensure program.

Man Huang
PhD Student, Learning Design and Technology
Ti-BOT Teaching Assistant

Man Huang is a first-year PhD student in the Learning Design and Technology program at Purdue University. Her research focuses on the integration of emerging technologies into education, exploring how innovative tools can enhance teaching and learning. Before starting her doctoral studies, she taught English at the middle and high school levels for 15 years, where she was consistently recognized for her teaching excellence. Currently, she teaches EDCI 270 and serves as a teaching assistant for the Technology Integration – Blended and Online Teaching (Ti-BOT) licensure program.

Jafar Tavakoli
PhD Candidate, Learning Design and Technology
Ti-BOT Teaching Assistant

Jafar Tavakoli is a Ph.D. Candidate in Learning Design and Technology at Purdue University and a recipient of the Frederick N. Andrews Fellowship. He serves as a Teaching Assistant for the Ti-BOT Program and teaches EDCI 270: Introduction to Educational Technology and Computing. As a Research Assistant, he has contributed to open educational resources, assessment tools for dispositions and teamwork, and instructional innovations in computing and engineering education. His work focuses on competency-based learning, instructional design, and the practical application of generative AI in education.

Ti-BOT Program Overview

The Technology Integration and Blended and Online Teaching (Ti-BOT) program is an integral component of the Innovation Initiative (I2) Curriculum that offers a pathway for students to earn the Blended and Online Teaching License alongside their instructional licenses upon program completion. It adopts an integrated approach to enhance teachers' effectiveness in incorporating technology into their current and future classes by embedding the use of various technologies within and across the foundational courses in teacher education and special education programs. Through this program, you will cultivate a deeper appreciation for the relevance and value of educational technologies in all courses rather than through a singular course dedicated solely to teaching about technology. In addition to preparing you with the skills needed to effectively integrate technology, you will be fully prepared to teach in diverse learning environments.

Need for Blended and Online Teaching Licensure

This program is designed to equip educators like you with the essential skills required to effectively navigate the changing landscape of education in the state of Indiana, and, more broadly, in the U.S. Recent trends underscore the growing prevalence and integration of online and blended learning experiences as part of contemporary education practices. This trend extends to K-12 settings, where full-time online public schools are emerging as a viable option for students seeking quality education across the United States. The Indiana Department of Education (IDOE) recently established 'eLearning days,' which mandates schools in Indiana to provide instructional experiences outside traditional time limits and brick-and-mortar settings (IDOE, 2019). This state-wide mandate, coupled with shifting educational trends, highlights the necessity for programs that address gaps in teacher readiness, and can provide opportunities for teacher candidates and teachers to develop and refine their skills in teaching in blended and online settings. Today's educators must be capable of leveraging technology to optimize learning experiences regardless of content, student needs and environmental conditions (e.g., pandemics or weather). Specifically, with the widespread use of learning management systems, educators can offer learning experiences that extend past the physical classroom, blending remote and face-to-face experiences.

The Ti-BOT Licensure Program is Competency-based.

The Ti-BOT licensure program is competency-based versus traditional grades and courses. The competency-based approach "allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes" (Educause, Competency-based education). This means that rather than having to take multiple courses on integrating technology to meet the licensure requirements you will instead consider the course assignments you are already completing for your primary teacher education licensure program and use those to demonstrate you have met a competency.

As you progress through the foundational courses in the Teacher Education curriculum, you will gain insights into how, when, and why to effectively integrate technology. With the added benefit of the Ti-BOT Licensure Program running concurrently, you'll not only acquire this knowledge but also have the opportunity to actively showcase your competency with various technologies across a diverse range of learning conditions and environments. Through this approach, there

will not be any additional courses or field experiences required beyond those in your current plan of study. Rather, these experiences will be modified in some ways to emphasize different learning environments (e.g., face-to-face, blended, online) and appropriate instruction across these settings.

One key aspect of the Ti-BOT program is the completion of the Google Educator Level 1 Certification. As Google tools are widely available and used within K-12 classrooms (many schools have a 1:1 program with Chromebooks), inexpensive to use, and cross-platform and device friendly, learning to use these tools for educational purposes now will serve you well. Google Educator Level 1 can be completed at any time and will be a major component of EDCI 27000; Google estimates it takes 15 hours or less to complete the process. We have prepared a guide on signing up for the Google certification process as well as suggested resources to assist you with completion. The google certification is not to be confused with the Ti-BOT licensure program, it is only one part of Ti-BOT.

The Ti-BOT license is earned by those who can demonstrate the ability to:

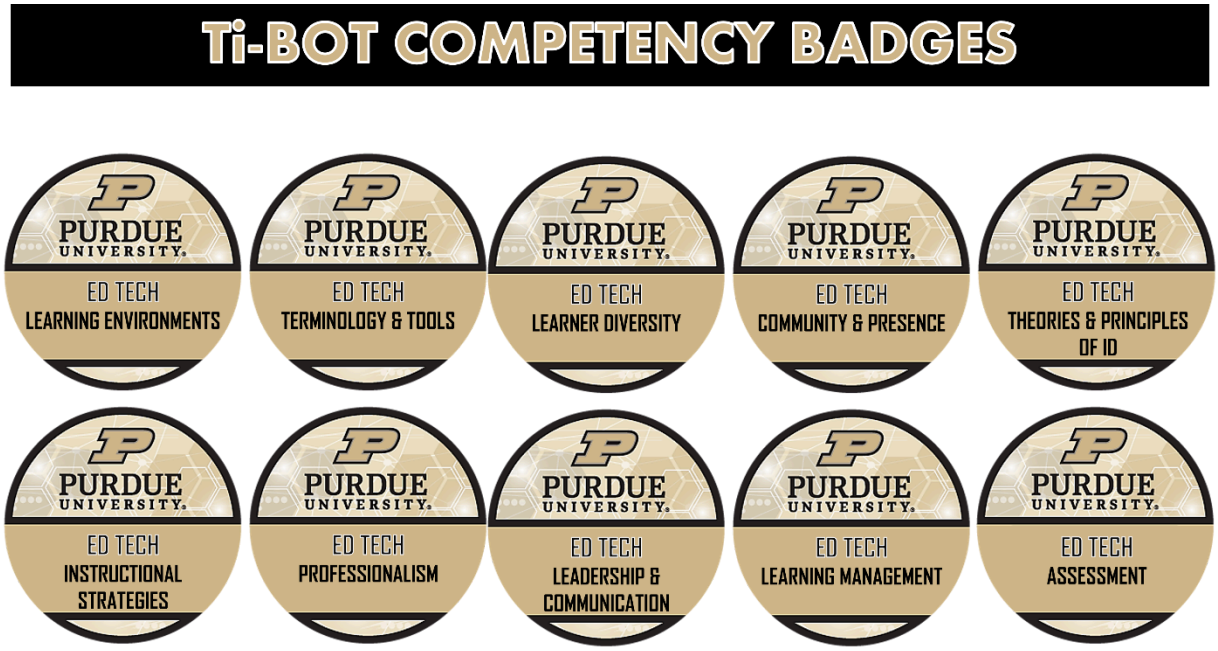
- Design, develop, and implement effective teaching and learning experiences across diverse educational environments (e.g., face-to-face, blended, online); and
- Effectively use technology as part of this process.

Obtaining the Ti-BOT license will confirm that you have acquired and sufficiently demonstrated your knowledge and skills in both technology integration and blended and online teaching components. In addition, your license will provide supporting documentation that will set you apart from others when you are on the job market and interviewing for new teaching positions. Once achieved, the Ti-BOT license will be a part of your formal Purdue graduation documentation.

Ti-BOT Competency and Badging Overview

There are 10 competencies that you will be expected to master upon completing your teacher education program. (See Figure 1). These competencies are derived from the Indiana Department of Education Blended and Online Teaching standards and aligned with the International Society for Technology in Education (ISTE) standards. The complete list of Indiana Department of Education Blended and Online Teaching standards can be accessed on the IDoE website and the ISTE standards can be viewed on the ISTE website.

Figure 1- TiBOT Competency Badges



The ten competencies will be administered through a badging system on Brightspace where each badge represents a competency of the Ti-BOT license. Each time you can prove competency, you will earn a badge for that competency. This means you will be required to earn ten badges in total in order to complete the program. These ten badges will culminate in the achievement of the Ti-BOT licensure. A breakdown of the 10 Ti-BOT competencies and their respective learning outcomes/performance standards are provided in Table 1 below.

Table 1: Ti-BOT Performance Standards

Ti-BOT Competency Badges and Performance Standards
Competency 1: Educational Technology and Learning Environments
Teacher candidates teachers will: ★ Explain the continuum of learning environments (e.g., face-to-face, blended, fully online) and identify key similarities and differences across these environments related to key design elements (e.g., objectives, instructional activities, communication, assessment) ★ Identify online and blended course management tasks, structure, and components and their role in the teaching and learning process, in both asynchronous and synchronous activities.
Competency 2: Educational Technology Terminology and Tool
Teacher candidates teachers will- ★ Identify hardware (desktop, laptop, and tablet computers; microphones; webcams; smartphones) and software (LMS, development tools, productivity software, collaborative tools, communication technologies) used in face-to-face, blended, and online learning environments.

- ★ Describe how hardware (desktop, laptop, and tablet computers; microphones; webcams; smartphones) and software (LMS, development tools, productivity software, collaborative tools) are used to design, develop, implement, and manage online and blended learning

Competency 3: Educational Technology and Learner Diversity

Teacher candidates teachers will-

- ★ Identify types of student diversity and needs and consider diverse student needs when promoting learning, collaboration, and interaction across face-to-face, blended, and online learning.
- ★ Design blended and online learning environments using culturally responsive strategies and use universal design for learning principles to support diverse learners in blended and online learning experiences.
- ★ Use educational technologies to offer individualized learning experiences for students.
- ★ Describe digital equity and implement strategies for addressing differing levels of access

Competency 4: Educational Technology, Community, and Presence

Teacher candidates teachers will-

- ★ Create safe, supportive, and inclusive learning environments across domains (face-to-face, blended, and online)
- ★ Develop and facilitate procedures that promote student-centered learning, ownership, and collaboration in blended and online settings.
- ★ Identify methods for creating instructor presence in online and blended environments through communication methods, discussion facilitation, and support.
- ★ Use strategies that promote engagement (collaboration, creativity, independence, active participation) across individual and group learning experiences for all learners (including struggling students) in student-centered online and blended learning communities.

Competency 5: Educational Technology and Theories and Principles of Instructional Design

Teacher candidates teachers will-

- ★ Explain major principles, theories, and concepts related to designing effective and inclusive student-centered face-to-face, online, and blended learning experiences.
- ★ Identify instructional approaches appropriate for face-to-face, blended, and online learning environments.
- ★ Create and facilitate student-centered blended and online learning experiences using universal design for learning principles, culturally responsive approaches, and research-based practices.
- ★ Use educational technologies to facilitate universal design for learning principles to support students with exceptionalities and English language learners.

Competency 6: Educational Technology and Instructional Strategies

Teacher candidates teachers will-

- ★ Adapt learning experiences to meet environmental attributes across face-to-face, blended, and online domains.
- ★ Design and facilitate blended and online learning experiences that include a variety of interactive activities and problem-centered assignments.
- ★ Use educational technologies to create and monitor meaningful collaboration.
- ★ Apply motivational strategies that promote students' self-monitoring, independence, and interaction in online and blended learning environments.

Competency 7: Educational Technology and Professionalism
Teacher candidates teachers will- ★ Use state and federal standards to establish procedures and expectations for learners in blended and online settings. ★ Develop a professional work environment for teaching and learning in blended and online settings. ★ Use strategies to communicate academic integrity to students, identify threats to academic integrity, and create a proactive plan for detecting and handling threats to academic integrity. ★ Create a professional learning plan that includes strategies for staying abreast of emerging technologies and pedagogy, participating in learning networks, and collaborating with peers.
Competency 8: Educational Technology, Leadership, and Communication
Teacher candidates teachers will- ★ Develop professional partnerships and procedures that engage stakeholders and promote student success. ★ Apply culturally appropriate communication strategies to support blended and online learning. ★ Model and promote digital citizenship and digital literacy for students and colleagues
Competency 9: Educational Technology and Learning Management
Teacher candidates teachers will- ★ Use educational technologies to effectively communicate, provide feedback, share materials and resources, and monitor course activities in face-to-face, blended, and online learning environments. ★ Monitor student progress and course effectiveness using observational data and provide feedback to learners in online and blended courses. ★ Apply troubleshooting skills in blended and online learning environments. ★ Use digital tools to design and facilitate collaborative learning experiences in blended and online environments
Competency 10: Educational Technology and Assessment
Teacher candidates teachers will- ★ Describe and use valid, reliable, and secure formative and summative assessment strategies that provide diverse ways of capturing student understanding in blended and online environments. ★ Evaluate, select, and use educational technologies to support authentic and performance-based assessment in face-to-face, blended, and online environments. ★ Use educational technologies to communicate assessment criteria and assessment results with stakeholders

To learn more about the Ti-BOT license competencies and their corresponding standards, please consult the Ti-BOT Competency Information Document.

We have developed a document that aligns the assignments from your foundational courses with the Ti-BOT competencies. We will continue to update this document with assignments from your methods courses as we consult with faculty. You can access the Ti-BOT course alignment with assignments (AKA Bingo sheet) here.

The Badging Process

In the Brightspace module, ***Technology Integration-Blended and Online Teaching***, also known as the Ti-BOT Student Center, you will find ten modules representing each of the competencies. To demonstrate your competency and earn the badges, you will be required to submit artifacts and reflections that align with the different standards. As you work through your Teacher Education courses, you will complete various assignments that will be related to Purdue's Ti-BOT standards. What you create for those assignments will serve as artifacts that demonstrate what you have learned although they may need some modification to better align with the requirements for each competency. **Save all course assignments, both marked and clean for future use!** You will also submit reflections that demonstrate your knowledge of why the artifact represents the needed competency, how technology was integrated, specific strategies that were used, etc. Reflections will be in a text-based format (previously other formats were allowed but this caused a slowdown for many graders and students in achieving a badge).

Accessing the Ti-BOT Competencies

Once you are within the Teacher Education program at Purdue, you will automatically be enrolled in the Brightspace course ***Technology Integration-Blended and Online Teaching*** also known as the **Brightspace TiBOT Student Center** and access to this handbook. After reviewing the handbook you will need t**o c**omplete the Program Agreement Documentation to gain access to all of the Ti-BOT modules for review and completion. If you have difficulty getting enrolled in the Ti-BOT student Center or have any problems with specific competencies and individual assignments, help can be obtained by reaching out to: techintegration@purdue.edu.

Preparing to Complete a Badge

When you are within the Brightspace course, click the specific competency you wish to work on. Read the "Assignment Explanation," and then follow the "Submission Instructions." You will be directed to upload your selected artifact and your reflection. Your submission will then be evaluated, and feedback will be provided to you (within two weeks). Grading rubrics are provided so you will know what level of performance is required. The rubrics specify a minimum level of mastery ("Target Performance") that your artifacts and reflection must meet. Reviewing the rubrics prior to working on the badge will make the process go more smoothly for you as you will know where to focus your efforts.

The competency badge submissions will be reviewed by Educational Technology/Ti-BOT faculty and/or TAs and feedback will be provided via the **Brightspace Ti-BOT Student Center**. Evaluation of your work will be considered using a mastery performance process. That is, if your submission does not demonstrate the needed level of mastery ("Target Performance"), you will be required to redo/update your work and resubmit. You will also be given feedback that will help you understand why your work has not yet achieved mastery. This cycle of performance, feedback, update, and resubmission will be required until an acceptable level of mastery has been achieved.

Badge Requirements and Guidelines

Each badge requires both an artifact and a reflection component.

Artifact Component

An artifact provides tangible evidence of your knowledge, skills, or expertise in an instructional area or practice. This could be something you created for use in a professional setting (e.g., a lesson plan and materials implemented for a field experience; an observation journal), or an assignment you completed in any of your courses (e.g., a reflection, presentation). Each module for the competency badges requires you to submit an artifact or multiple artifacts that demonstrate how you have applied or enacted specific knowledge or skills related to pertinent Ti-BOT standards. This means that artifacts suitable for one competency may not fully capture or provide evidence for a different competency. Therefore, you should study the requirements or expected evidence for each competency to guide you in selecting the right artifact or set of artifacts. The Ti-BOT faculty and TAs can assist you in identifying artifacts that meet the requirements for each competency. A checklist of the artifact requirements for each competency has been created to help you assess and evaluate whether your chosen artifact is appropriate. You can find the checklists for each artifact on Brightspace. In addition, the Ti-BOT faculty and TAs are available to assist you in identifying artifacts that meet the requirements for each competency. In this handbook, you will also find a Bingo sheet of assignments that can be used towards badge completion.

Reflection Component

In addition to submitting artifacts that provide evidence of your knowledge and skills related to different competencies, you will be asked to provide a detailed yet concise written reflection on why you believe the artifact(s) you submitted are appropriate for that competency. For each competency, you will find prompts that will guide you in writing your reflection. The reflection prompts for each competency badge are available in the reflection templates on Brightspace. Make sure to read the rubrics for each prompt so that you can provide a detailed reflection aligning with the minimum expectations. The TAs will provide feedback on your reflection and may request additional information to help them determine if you have effectively demonstrated your understanding of the competency and Ti-BOT standards.

Competency Badge Progression and Completion Timelines

The Ti-BOT license will require the submission of various artifacts that will be initially explored, practiced, and submitted as assignments in a variety of your Teacher Education courses. The Ti-BOT badges and the overall Brightspace course is how your progress with completing the Ti-BOT License will be monitored. Each year you are in the Teacher Education program, you will be required to complete a specific number of the Ti-BOT badges. In most cases, it will require you 3 + years to complete the Teacher Education coursework and thus a similar length of time to complete the needed artifacts for the Ti-BOT license. See Tables 2 and 3 below for specific milestones. After completing your Teacher Education courses and by the time you begin to student teach, all badge artifacts and reflections should have been submitted. Once all badges have been accepted, you will be qualified to earn your Ti-BOT license. In your last semester prior to full-time student teaching.

Ti-BOT Full-Time Student Teaching Submission Deadlines

Full-time Student Teaching Spring 2027

- Competency Submission Deadline: Monday, October 12, 2026
- Final Earned Competency Deadline: Monday, November 30, 2026

Full-time Student Teaching Fall 2027

- Competency Submission Deadline: Monday, March 22, 2027
- Final Earned Competency Deadline: Monday, May 3, 2027

Full-time Student Teaching Spring 2028

- Competency Submission Deadline: Monday, October 11, 2027
- Final Earned Competency Deadline: Monday, November 29, 2026

Full-time Student Teaching Fall 2028

- Competency Submission Deadline: Monday, March 20, 2028
- Final Earned Competency Deadline: Monday, May 1, 2028

Full-time Student Teaching Spring 2029

- Competency Submission Deadline: Monday, October 9, 2028
- Final Earned Competency Deadline: Monday, November 27, 2028

Full-time Student Teaching Fall 2029

- Competency Submission Deadline: Monday, March 19, 2029
- Final Earned Competency Deadline: Monday, April 23, 2029

Date are subject to change in accordance with state requirements.

Table 2: *TiBOT Yearly Progress Expectations (Undergraduate)*

Milestones	Recommended Badges	Cumulative Badges Completed
Milestone A **(Semester 2 for cohort 2024-2025 and forward)**		2-3

Milestone B (Semester 5)	 	5
Milestone C (Semester 7)	    	10

Milestone competency counts for official audit purposes will be conducted on the day grades are due each semester, in accordance with the Purdue Academic Calendar.

To ensure competencies are reviewed and graded prior to the deadline, we strongly recommend submitting competencies at least three weeks in advance. This timeline allows sufficient opportunity for grading, feedback, and resubmission, if needed.

Table 3: *TiBOT Progress Expectations (Masters Students – Special Education)*

EDPS 56800 – Social, Legal, and Ethical Issues Across the Lifespan

Apple Teacher Certificate

Candidates will earn the Apple Teacher Certificate by acquiring six badges (iPad, Pages, Keynote, Numbers, iMovie, and GarageBand) through Apple's hands-on application tutorials. In this program we will focus on the iPad.

EDPS 57701 – Development of Learners with Mild Intervention Needs

Professional Portfolio

Candidates will get started with the development of their portfolio. The purpose of the portfolio is to provide a ready resource to share teaching philosophy, demonstrate teaching competencies through select artifacts, and provide evidence of meeting the standards related to the field of special education and blended and online learning. The portfolio will be a living document that candidates develop throughout their program of study.

EDPS 53300 – Introduction to Educational Research I: Methodology

Google Certified Educator, Level 1 (Part 1)

Candidates will progress through the Fundamentals Training for Google Certified Educator, Level 1, completing at least 6 out of the 13 units by the end of Week 1. Completion of the units will help candidates prepare to take the exam to become a Google Certified Educator, Level 1 by the end of EDPS 51500 course.

EDPS 51500 – Applied Behavior Analysis in School Settings

Google Certified Educator, Level 1 (Part 2)

Candidates will complete the remaining units from the Fundamentals Training for Google Certified Educator, Level 1 by the end of Week 1. Candidates will also take the Google Certification Exam to become a Google Certified Educator, Level 1 by the end of Week 8.

In the following courses, candidates will work on developing the Technology Integration Blended and Online Teaching (TiBOT) Competencies. The TiBOT Competencies were created by a team lead by Dr. Adrie A. Koehler to prepare teachers to effectively integrate technology across face-to-face, blended, and online settings. To help us build specific competencies for the program, the Indiana Department of Education Educator Standards for Blended and Online Teaching* and the International Society for Technology in Education (ISTE) Standards for Educator** guided the conceptualization of what a meaningful technology integration looks like in face-to-face, blended and online environments. From these standards five competencies were created: Competency: Educational Technology Foundations; Competency: Educational Technology and Student Needs; Competency: Educational Technology Design Principles; Competency: Educational Technology, Leadership, and Professionalism; Competency: Educational Technology and Facilitation. Each competency has two parts. The description of each competency and the course associated to the competency are presented below.

EDPS 56300 - Data-Based Decision Making for Learners with Exceptionalities

Competencies: Educational Technology: (1) Learning Environments and (2) Technology & Tools

Part 1: Educational Technology and Learning Environments
Performance Statements
Teachers will:

- Explain the continuum of learning environments (e.g., face-to-face, blended, fully online) and key similarities and differences.
- Identify online and blended course management tasks, structure, and components and their role in the teaching and learning process.

Part 2: Educational Technology Terminology and Tools
Performance Statements
Teachers will:

- Identify hardware (desktop, laptop, and tablet computers; microphones; webcams; smartphones) and software (LMS, development tools, productivity software, collaborative tools, communication technologies) involved in face-to-face, blended, and online learning environments.
- Describe how hardware (desktop, laptop, and tablet computers; microphones; webcams; smartphones) and software (LMS, development tools, productivity software, collaborative tools) are used to design, develop, implement and manage online and blended learning.

* Indiana Department of Education (2021). *Educator standards for blended and online teaching.* IN.gov. https://www.in.gov/doe/files/blended-and-online-teaching.pdf

** International Society for Technology in Education (n.d.). *ISTE standards: Educators*. ISTE. https://www.iste.org/standards/iste-standards-for-teachers

EDPS 52400 – Effective Instruction for Students with Significant Reading Difficulties

Competencies: Educational Technology: (1) Learner Diversity and (2) Community and Presence

Part 1: Educational Technology and Learner Diversity
Performance Statements
Teachers will:
- Identify types of student diversity and design online and blended learning experiences for all students.
- Adapt online and blended learning experiences and communication to meet the diverse needs of students.
- Use educational technologies to offer individualized learning experiences for students with diverse needs.
- Describe digital equity and create strategies for addressing differing levels of access.

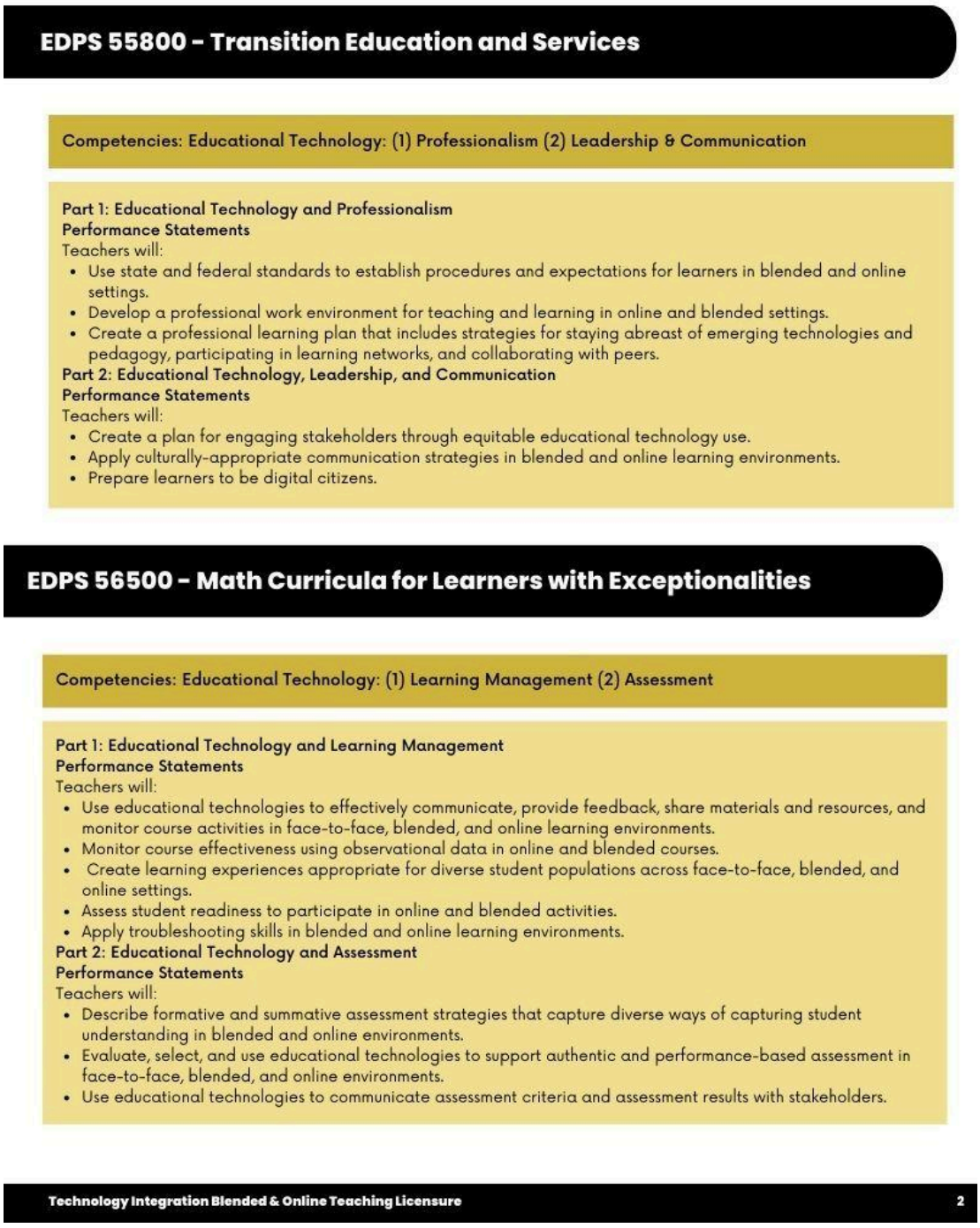
Part 2: Educational Technology, Community, and Presence
Performance Statements
Teachers will:
- Create safe, supportive, and inclusive learning environments across domains (face-to-face, blended, and online).
- Develop procedures that promote community, engagement for all learners, and student-centered learning in online and blended learning environments.
- Identify methods for creating instructor presence in online and blended environments.

EDPS 52700 – Literacy Curricula for Learners with Exceptionalities

Competencies: Educational Technology: (1) Theories & Principles of ID (2) Instructional Strategies

Part 1: Educational Technology and Theories and Principles of Instructional Design
Performance Statements
Teachers will:
- Explain major principles, theories, and concepts related to designing effective and inclusive face-to-face, online, and blended learning experiences.
- Identify instructional approaches appropriate for face-to-face, online, and blended learning environments.

Part 2: Educational Technology and Instructional Strategies
Performance Statements
Teachers will:
- Adapt learning experiences to meet environmental attributes and unique student needs.
- Design and implement learning experiences for online and blended learning environments.
- Use technological tools to create authentic, interactive, individualized, student-centered, and collaborative learning experiences.
- Apply motivational strategies appropriate in online and blended learning environments.



EDPS 55800 – Transition Education and Services

Competencies: Educational Technology: (1) Professionalism (2) Leadership & Communication

Part 1: Educational Technology and Professionalism
Performance Statements
Teachers will:

- Use state and federal standards to establish procedures and expectations for learners in blended and online settings.
- Develop a professional work environment for teaching and learning in online and blended settings.
- Create a professional learning plan that includes strategies for staying abreast of emerging technologies and pedagogy, participating in learning networks, and collaborating with peers.

Part 2: Educational Technology, Leadership, and Communication
Performance Statements
Teachers will:

- Create a plan for engaging stakeholders through equitable educational technology use.
- Apply culturally-appropriate communication strategies in blended and online learning environments.
- Prepare learners to be digital citizens.

EDPS 56500 – Math Curricula for Learners with Exceptionalities

Competencies: Educational Technology: (1) Learning Management (2) Assessment

Part 1: Educational Technology and Learning Management
Performance Statements
Teachers will:

- Use educational technologies to effectively communicate, provide feedback, share materials and resources, and monitor course activities in face-to-face, blended, and online learning environments.
- Monitor course effectiveness using observational data in online and blended courses.
- Create learning experiences appropriate for diverse student populations across face-to-face, blended, and online settings.
- Assess student readiness to participate in online and blended activities.
- Apply troubleshooting skills in blended and online learning environments.

Part 2: Educational Technology and Assessment
Performance Statements
Teachers will:

- Describe formative and summative assessment strategies that capture diverse ways of capturing student understanding in blended and online environments.
- Evaluate, select, and use educational technologies to support authentic and performance-based assessment in face-to-face, blended, and online environments.
- Use educational technologies to communicate assessment criteria and assessment results with stakeholders.

To access frequently asked questions (FAQs) about the Ti-BOT program, click on the Ti-BOT fact sheet.

Steps in the Process

To Begin

To access the Ti-BOT competencies you will need to:
Step 1: Review this handbook that includes the policies and procedures for the Technology Integration-Blended and Online Teaching (Ti-BOT) program.
Step 2: Complete the Program Agreement Documentation in order to gain access to all of the Ti-BOT modules for review and completion. This includes the Ti-BOT program agreement and the Ti-BOT lab visit documentation.
Step 3: Go to the ***"Technology Integration-Blended and Online Teaching***" course known as the **Brightspace TiBOT Student Center** and review each of the 10 competency badges and all material and requirements listed for each. Note that each competency badge is broken down into two distinct parts (Part 1: artifact and Part 2: reflection).

During Each Semester

During each semester of your Teacher Education program, you should plan to:
Step 4: Revisit this handbook for updates as new features become available to assist you.
Step 5: Review the competency rubrics (posted under each module's "assignment" heading) and see if your course assignments match with a particular competency. In time your teacher ed course syllabi will provide this information for you with suggested assignments that are useful for a particular Ti-BOT competency.
Step 6: When an artifact is identified, write up a reflection explaining why the selected artifact(s) demonstrates your competence for the specific Ti-BOT standard(s). You will find reflection prompts in the reflection templates for each competency under that module's "assignment" heading. The template will help you focus on each of the specific reflections that you will write for all submitted artifacts.
Step 7: In the **Brightspace TiBOT Student Center**, submit your artifact and your written reflection for the appropriate competency badge. Before submitting the artifact, look through the provided checklist in Brightspace to be sure that your artifact meets minimum requirements. For the reflections, you will use the links to the reflection templates on Brightspace. The link will prompt you to create a copy of the template where you will provide your reflection. Be sure to submit the link to your copied template after providing your reflection.
Step 8: Receive feedback; make any needed updates to your submission and resubmit until you have completed the requirements for that specific competency badge. NOTE: If you have trouble making the needed updates, appointments can be made with Ti-BOT faculty and TAs to help you identify, practice, and improve your level of competence by visiting the Ti-BOT Lab in BRNG 3295 during open lab hours, accessing virtual support using the Microsoft Teams ID: 239 884 280 521 (Click here to join). Additionally, you can reach out via email techintegration@purdue.edu.

- **NOTE:** The competency badge submissions will be reviewed by Ti-BOT faculty and/or TAs and feedback will be provided via the Brightspace course. Evaluation of your work will be based on a required level of mastery performance. That is, if your submission does not demonstrate the needed level of mastery, you will be required to redo/update your work and resubmit. You will also be given feedback that will help you understand why your work has not yet achieved mastery. This cycle of performance, feedback, update, and resubmission will be required until an acceptable level of mastery has been achieved.

Step 9: After completing your Teacher Education courses and by the time you begin to student teach, all badge artifacts and reflections should have been submitted. Once all badges have been accepted, you will be qualified to earn a Ti-BOT license.

How to Succeed in this Program

If you want to be a successful student:

- Familiarize yourself with this handbook and updates as they are added – the handbook is a living document!
- Familiarize yourself with all competency information at the beginning of your program so that you'll be aware of potential opportunities to meet requirements.
- Create a plan for completing competencies to help you stay on track.
- Save all course assignments- both graded and a clean version for later use with your TiBOT badge work.
- Be self-motivated and self-disciplined.
- Be willing and able to commit to completing 3-4 badges per academic year.
- Visit an open lab session for assistance.
- Set up Notifications in Brightspace for the Ti-BOT Student Center so that each announcement is forwarded to your email and via SMS.
- Consistently check the Ti-BOT Student Center for updates.
- Review competency rubrics and checklists prior to submitting your work.
- Be able to communicate through writing and visit Purdue's OWL as necessary.
- Accept critical thinking and decision making as part of the learning process.

Don't wait to get started on your badge work!

Ti-BOT Program Information and Resources

In-Person and Virtual Office Hours

Ti-BOT offers both in-person and virtual support during lab hours. TAs will be available to assist you in selecting appropriate artifacts and providing information on any modifications you need to make to ensure they meet Ti-BOT standards. Lab hours will vary each semester but will be posted in the Brightspace Ti-BOT Center and in the Ti-BOT public folder. You may visit the Ti-BOT Lab in BRNG 3295 or virtual support can be accessed using the Microsoft Teams ID: 239 884 280 521 (Click here to join). Additionally, you can reach out via email techintegration@purdue.edu.

Key Terminology

To aid your understanding of various Ti-BOT terminology, we have provided a glossary; see Appendix A.

TiBOT Quick Guidelines Repository

https://bit.ly/TiBOTPublicDocs

Purdue University's Online and Blended Teaching Hub (aka GEERs project)

https://onlineteachinghub.education.purdue.edu/

Purdue Repository for online Teaching and Learning (PoRTAL)

https://www.purdue.edu/innovativelearning/tools-resources/portal/

Technical Support

For technical support, including help with Career Account, BoilerKey, Purdue e-mail (Office 365), Brightspace, Mediaspace, and Kaltura, candidates can reach out to iTAP at 765-494-4000 itap@purdue.edu, and/or find information at https://www.itap.purdue.edu/index.html

Required Technology

Designing, developing, implementing, and evaluating effective blended and online teaching requires the use of many technologies. To successfully complete requirements for the Ti-BOT program, you are expected to use tools--both hardware (e.g., cameras, computers, tablets) and software (e.g., document processing, video editing, spreadsheets). While a universal device is not recommended, you should be prepared to meet the requirements using a variety of tools. Specific courses or activities may require or recommend other software or apps based on a task-by-task, course-by-course basis. These needs will be available for purchase or download as needed from online vendors. Additionally, other resources may be checked out from the TRC or Ti-BOT lab.

Program Requirements and Policies

As part of this licensure program you will be asked to sign the Ti-BOT program commitment documentation to demonstrate your commitment to maintaining and safeguarding academic and personal integrity as stated below.

Research

The submissions in this program may be used for evaluative and/or research purposes as we strive to better understand the learning process involved with competency-based licensing. If this does occur, we will make every effort to ensure that in no way are you identified as an individual. In each instance IRB approval will be acquired beforehand.

Intellectual Property

Online educational environments, like all learning environments, should provide opportunities for candidates to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Candidates enrolled in and instructors working in online courses are the sole proprietors of their work, opinions, and ideas. It is expected that other candidates will not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s). The open, public nature of careers in K12 and beyond is certainly unavoidable; however, our online classroom is not an open "public forum". Therefore, all opinions, ideas, and work conducted in a password-protected online educational environment like the Brightspace are owned by the author, intended for educational purposes, and are not intended for public dissemination or consumption without the permission of the author(s). This includes all areas of the online academic environment, including, but not limited to email, papers, reports, presentations, videos, chats, blogs and discussion board posts.

Copyright Materials

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Candidates enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other candidates or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

Academic Integrity Statement

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted

anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Plagiarism, whether intended or unintended, is an extremely serious offense in academia. Be absolutely sure you are properly citing all references. Instances of plagiarism will result in failure of the assignment in question. More than one instance will result in failure of the course. All incidents of plagiarism, whether intentional or not, will be documented with the Dean of Students office. Please review the following resource page on plagiarism: http://www.education.purdue.edu/discovery/research_integrity.html

Remember the Purdue Honor Pledge "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

Policy on the Use of AI Resources

We acknowledge the growing significance and potential of generative Artificial Intelligence (AI) in education, while also being mindful of its limitations and associated concerns. Therefore, we will adopt a thoughtful and considerate approach to incorporating AI into this program, ensuring that its capabilities are utilized responsibly, transparently, and ethically. Generative AI will be applied in a manner that does not compromise the performance expectations associated with competency-based approaches. The guidelines below will inform our use of AI for this program and may evolve as we gain more insights and experience.

We encourage you to review your conversation with the chatbot to assess the quality of the AI prompts you created and explore ways to improve them. To help you improve your prompts, we have provided some tips that you may find useful.

CLEAR framework by Chelsie Dubay at East Tennessee State University:

- **Clarity**: Ensure that the prompt is clear and specific, with a clearly defined goal in mind.
- **Logical:** Include the practical considerations and details including assignment guidelines and assessment strategies
- **Examples**: Provide examples to better describe your intended output. It's also helpful to tell AI what you do not want.
- **Audiences**: Identify your target population and include their characteristics, needs, existing knowledge, and your expectations of them.
- **Refinement**: Refine the prompt by providing constructive feedback and vocabulary specifications to optimize output.

Guidelines for Using AI

1. AI tools, such as Bing and ChatGPT, may be employed to generate ideas for improving or modifying your **artifacts** to meet competency badge requirements. However, it is important to keep in mind that information generated by AI programs may be inaccurate or incomplete. Therefore, be sure to carefully scrutinize any information generated by AI tools per the CLEAR framework above.

2. AI tools should be utilized to enhance learning and must not hinder critical thinking, creativity, and authentic engagement with the task. Make a conscious effort to ensure that your artifacts are original and reflect your understanding and abilities. AI should only serve to assist or facilitate your efforts, rather than producing entire works on your behalf.
3. Be transparent about your use of AI. If you have used AI to generate texts, images, or videos for your assignments, you must submit the conversation logs between you and the AI chatbot/s. Your AI log documents should also include the AI platform/s you used. If you are unable to export the conversation log from the platform, you may provide a screenshot of the conversation log instead. Further, make sure to cite or attribute any content or ideas produced by AI tools when modifying your artifacts, just as you would for using intellectual property. Your citation or attribution can take the format below:

   > I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use] (Monash University, 2023).

4. The use of AI is prohibited for reflections because the reflection is intended to provide evidence of your knowledge and experience with different competencies. If AI tools are used, graders may not accurately judge your knowledge and skills in the various competencies. This may deny the learner the opportunity to receive personalized support, which is crucial for achieving mastery.
5. Familiarize yourself with the terms of service of third-party AI platforms and avoid sharing personal or sensitive information with them.

Suspected cases of AI misuse will undergo a thorough review with due diligence on a case-by-case basis. Ti-BOT faculty or graders may initiate a meeting with the student to openly and transparently discuss suspicions. In some instances, graders may verify the students' work by posing additional questions directly related to the submitted work. Teaching assistants (TAs) may choose to escalate such concerns to the coordinator to ensure careful resolution.

These actions will be deemed a breach of academic integrity, and consequences will align with Purdue's policies on academic dishonesty as outlined in this handbook. The instructor reserves the right to use AI detectors (e.g., artifacts and reflections) to verify your assignments (e.g., Turnitin, copyleaks).

Respect for Diversity

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: http://www.purdue.edu/purdue/ea_eou_statement.html.

Purdue's Ti-BOT program strives to include insights from diverse populations – including people with a variety of backgrounds and perspectives. While the instructional design field has a rich

history of studying how technology can improve learning and performance, we must note "all cultures need to be studied and valued in the learning environment, because if they are not acknowledged or considered, there may be negative repercussions in the teaching and learning processes" (Brown & Dunn, 2021, para. 2). The LDT program has tried to create assignments with equity, flexibility, and variety in mind. If at any point you would like to consider or explore a different viewpoint (e.g., gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture) for an assignment or discussion, you are encouraged to do so. Please review assignment rubrics and guidelines if you have any concerns with how this focus aligns with assignment requirements and goals and reach out to your instructor for support if needed. Any suggestions regarding course readings or assignments are welcomed and appreciated.

Dunn, S., & Brown, V. (2021). Supporting diversity, equity, and inclusion for culturally diverse online learners. *Online Journal of Distance Learning Administration*, *24*(4). Retrieved from https://www.westga.edu/~distance/ojdla/winter244/dunn_brown244.html

Professional Dispositions

According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are "the habits of professional action and moral commitments that underlie an educator's performance." In compliance with state and national standards, candidates are assessed based on their dispositions, just as they are assessed based on knowledge and performance. Thus, dispositions are observed across program components. All candidates, faculty, and academic advisors are provided with a copy of the Dispositions to be Assessed (Form D-1) and the Disposition Assessment Form (Form D-2) via the Office of Teacher Education and Licensure (OTEL). This information is also published in appropriate teacher education documents and reinforced throughout the program. See Appendix B for further information about Disposition Concerns.

Grievance Process

Candidates who wish to note a concern must follow the established guidelines to the exact details that are provided. You can find the grievance procedure in Appendix C of this handbook.

Program Agreement Documentation

In order to gain access to the Ti-BOT modules for review and completion you will be required to complete two documents: (1) the Ti-BOT program agreement, which signifies you have read through the handbook and are familiar with the program policies and procedures, and sign up for the Brightspace Notifications for the Ti-BOT Brightspace course, and (2) the Ti-BOT lab visit documentation. While some courses ask for you to do a scavenger hunt or to take a quiz, we are asking that you drop into an open lab (online of F2F), or attend a Ti-BOT workshop to show that you are aware of how to access assistance as needed. You may upload actual documents or take a picture of the signed documents. If you have any concerns please reach out to the Ti-BOT team through email: techintegration@purdue.edu.

Ti-BOT Program Agreement (Part 1)

I attest that I have received and thoroughly read the Ti-BOT Program Handbook. I understand and agree to abide by the policies, procedures, and expectations set forth within this handbook. Further, I have turned on the notifications in the Brightspace course so that all messages sent from the Ti-BOT team will reach me in a timely manner.

I understand and agree that failure to abide by the terms set forth in this Handbook may result in disciplinary action, up to and including dismissal from my student teaching placement **and/or** dismissal from the Teacher Education Program.

_____
Signature

_____
Name

_____
Date

Ti-BOT Lab Visit (Part 2)

I attest that I have visited an open lab session for Ti-BOT. Attached is the name and signature of the person on duty during my visit. *[If you visited an online open lab session an email from the TA should be provided instead of signature below]*

_____
My Name

_____
Signature of Lab Personnel

_____
Name of Lab Personnel

_____
Date

Purdue University Information and Resources

Purdue Online Writing Lab (OWL):
https://owl.purdue.edu/

Purdue Libraries:
https://www.lib.purdue.edu/

Dean of Students:
https://www.purdue.edu/odos/

Cultural and Resource Centers:
https://www.purdue.edu/diversity-inclusion/about-us/departments.html

Veteran's Success Center:
https://www.purdue.edu/veterans/

CAPS (Counseling and Psychological Services):
https://www.purdue.edu/caps/

Students with Disabilities
Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Mental Health Statement

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try** WellTrack**.** Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources**, please see the Office of the Dean of Students for drop-in hours (M-F, 8 am- 5 pm).
- **If you're struggling and need mental health services**: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Attendance & Grief Absence Policy:
https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#a-attendance

Grief Absence Request Form:
https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=18

Violent Behavior Policy:

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Office of Teacher Education and Licensure (OTEL)

Web site: https://www.education.purdue.edu/teacher-preparation/licensure/
Main E-mail: licensure@purdue.edu
Key functions:

- Serves as the **licensure authority** for Purdue University West Lafayette, as an extension of the Indiana Department of Education (IDOE)
- Provides guidelines for qualifying, applying for, and receiving a State of Indiana teaching license and institutional recommendations to other states. Verify your enrollment and regularly access the Purdue University Brightspace Course: Teacher Education Program Resources (Teacher Education Program Guidelines, Requirements, and Resources).
- Ensures understanding and adaptability to changes in Indiana statues and rules, including licensure linkages with accreditation.

The Office of Teacher Education and Licensure (OTEL) is the Purdue University licensure authority for all Purdue University West Lafayette and online teacher education programs that lead to an initial, additional e.g., Blended and Online Teaching (BOT), and/or accomplished instructional, administrative, and school services license granted by the State of Indiana. OTEL serves as an extension of the Indiana Department of Education and is obligated to monitor and ensure understanding and adaptability to changes in Indiana statutes and rules. Formal oversight and advisement provided by OTEL begins at admission and continues for the lifetime of the candidate and alumnus.

Indiana State Teaching License

The Office of Teacher Education and Licensure (OTEL) provides information about obtaining an Indiana Teaching License. Once the teacher candidate has successfully completed a state-approved teacher education program, including licensure requirements, the candidate will receive a two-year initial practitioner license in the State of Indiana. During the first two years of employment as a teacher in an accredited public or a private school, the beginning teacher (formerly known as a teacher candidate) will complete a required induction period. After successful completion of the induction period, a five-year proficient practitioner license will be issued.

Recommendation for Licensure in the State of Indiana

Recommendation for licensure to the Indiana Department of Education is granted upon successful completion of the clinical practice experience while also maintaining institutional, state, and national standards. Obtaining and maintaining a teaching license is the responsibility of the individual. Guidelines for receiving a State of Indiana teaching license with the necessary instructions for the completion of the application process are provided by the Office of Teacher Education and Licensure. It is highly recommended that the teacher candidate apply for the Indiana license whether leaving the State of Indiana. Securing the license upon program completion formally links the candidate to the Purdue licensure program just completed and its associated licensure requirements which may prevent future, state-imposed requirements such as further testing among others.

Recommendation for Out-of-State Licensure

It is an individual's responsibility to contact the state of choice to obtain licensing requirements and guidelines in other states before committing to the Purdue University Teacher Education Program. The Office of Teacher Education and Licensure publishes a comprehensive list of State Departments of Education nationwide. The State of Indiana has a reciprocity agreement with all states and US territories (Puerto Rico, Virgin Islands, etc.). This agreement implies easier access between and among these states but is not guaranteed. A valid Indiana license is required for this agreement to be in effect. It is advised that the state of interest be contacted to confirm specific requirements that may differ from those within Indiana. Examples may include Grade point minimums, specific degrees, course descriptions, testing requirements, manner, grade level, and location of clinical experiences, student teaching, and internships, and additional professional experience. For more information, please visit https://www.education.purdue.edu/undergraduate-students/current-students/licensure/out-of-state/

Renewing an Indiana State Teaching License

The State of Indiana adopted a continuing education plan for Indiana educators in the spring of 1984. This procedure requires that licenses be renewed every five years. This plan applies to administrators and school services personnel as well as to teachers. Contact the Office of Teacher Education and Licensure or visit https://www.education.purdue.edu/undergraduate-students/current-students/licensure/renewals/ to receive up-to-date information regarding the license renewal process and procedures. It is the responsibility of the individual to ensure timely completion of requirements to maintain the validity of the professional educator license.

Accreditation

The College of Education at Purdue University is nationally accredited at the initial-licensure level by CAEP, the Council for the Accreditation of Educator Preparation. For more information see the accreditation website: https://education.purdue.edu/about/accreditation/

Appendix A: Glossary of Key Terms

Artifact
In education, artifacts refer to visible or tangible items that learners produce as evidence of their learning. These may take the form of assignments, projects, artwork, personally developed learning resources, or any other item demonstrating the learner's knowledge or skills in a specific area. In the TiBOT context this refers to the product, either from a class or designed by you, provided as evidence to demonstrate you have met a competency.

Assistive Technology (AT)
Assistive technology (AT) encompasses items, equipment, software programs, or product systems utilized to boost, sustain, or enhance the functional capabilities of individuals with disabilities. It aids those facing challenges in speaking, typing, writing, remembering, pointing, seeing, hearing, learning, walking, and various other tasks. The specific assistive technology needed can vary based on the nature of the disability (Assistive Technology Industry Association, 2023).

Asynchronous Learning
Asynchronous learning is learning where the student accesses the content/learning experience at a different time than the teacher does. Asynchronous learning experiences sometimes occur beyond traditional classroom learning spaces.

Authentic Assessment
Authentic assessments are means of assessment where student knowledge is connected to their real world. In some way, the assessment of knowledge is made authentic to the world that the student lives in or hopes to be a part of. The real world can mean something very different depending on the age and grade of the students.

Blending Learning
Blended learning is a modality where there are some components of both face-to-face and fully online learning. Instructors and facilitators combine in-person instruction with online learning activities. Learners complete some components online and do others in person.

Cognitive Presence
Cognitive presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.

Competency-based Education
Competency-Based Education (CBE) is an educational approach in which learners must demonstrate competency in specific knowledge, skills, and dispositions to progress. It centers around achieving mastery through an evidence-based assessment framework rather than the amount of time spent in the learning environment. CBE operates within a framework of rigorous and clearly defined performance expectations that are both measurable and transferable. Learners progress at their own pace, gaining autonomy in deciding how to apply and demonstrate their learning, all while receiving timely and tailored support based on their needs. (Aurora Institute, https://aurora-institute.org/our-work/glossary-of-terms/)

Distance Learning
Distance learning is a form of education characterized by the physical separation of teachers and students during instruction, with the deployment of technology to facilitate interactions between students and between students and teachers (Britannica, 2023). Originally coined to represent a form of education for non-traditional students, such as full-time workers, military personnel, and others who cannot attend in-person lectures, the term has recently expanded to include the delivery of instruction to more traditional students.

Digital Citizenship
Digital citizenship is how one conducts themselves within digital environments. It includes guidelines for use of technology, communication through technology, safety within technological environments, becoming digitally literate, and how people treat other people within digital environments.

Digital Equity
The condition in which learners have the basic resources and information technology capacity to fully and meaningfully participate in remote learning activities regardless of the situation.

e-Learning
eLearning or electronic learning is the delivery of educational content and facilitation of learning experiences through digital resources or technologies (Basak et al., 2018).

Emergency Remote Learning
Emergency Remote Learning (ERL) is the adaptation to alternative modes of learning or instructional delivery prompted by crisis situations that prevent normal in-person learning experiences (Hodges et al., 2020). During ERL, activities typically conducted in person transition temporarily to online or remote formats. ERT typically does not allow for time to fully plan for the alternative modes of teaching and learning. The most recent instance of ERL took place during the coronavirus pandemic in 2020 when schools were shut down and learning occurred remotely. Other situations where this may occur include natural disasters and conflicts.

Face-to-face/ In-person Learning
Face-to-face or in-person learning encompasses any type of learning where the teacher and the students occupy the same physical environment during the same time. F2F learning tends to be synchronous in nature with the student and teacher involved in the experience during the same time. Knowledge is acquired through in-person interactions.

Formative Assessment
Formative assessments happen throughout a learning experience and are used to see how students are doing as they move towards the learning goals. Throughout the formative assessment process, critical feedback is provided through several mediums, and the student moves forward based on the feedback given. Students might submit a part of a project for feedback, a rough draft of a paper for feedback, or simply be asked a question to assess their knowledge along the way.

Flipped Learning

Flipped learning is a pedagogical approach in which learners are expected to engage with learning resources before class. This allows classroom time to be dedicated to discussions and problem-solving activities aimed at deepening the learners' understanding of the concepts (El Miedany, 2018).

Gamification
Gamification is the integration of game-design elements such as rewards, competition, and points into non-game contexts such as education to promote learner engagement and motivation (Dichev and Dicheva, 2017).

Hardware
Hardware refers to the physical parts of any technology system. You can see and touch the hardware. Examples of hardware include computer monitors, laptops, projectors, and mobile devices.

Hybrid learning
Hybrid learning is a modality where there are some components of both face-to-face and fully online learning. In this case some learners participate in person, and some participate online. Instructors and facilitators teach remote and in-person learners at the same time using technology like video conferencing.

HyFlex Learning
Hybrid flexible, also known as HyFlex learning, is a pedagogical approach or model that combines in-person and online learning experiences, providing learners with flexibility and choice in terms of their mode of participation. Learning activities and lessons are designed for flexibility, offering options for both in-person and online formats in both synchronous and asynchronous modes (Beatty, 2019).

Learning Analytics
Learning analytics is the process of collecting, analyzing, and interpreting data related to student learning and educational activities. It goes beyond monitoring general course activity and includes the examination of specific metrics such as assignment grades, students' success in achieving learning goals, identification of areas where students may be struggling, and trends in individual and class-wide data. The goal of learning analytics is to extract meaningful insights from this data to inform instructional decisions, provide targeted feedback to students, and implement interventions that enhance the overall learning experience and outcomes.

Learning Management System (LMS)
LMS is categorized as software. It provides a technological learning space for content delivery, administrative tasks, course communication, assessment, facilitation of activities, as well as many other course-related tasks. Brightspace is an example of an LMS.

Licensure
Licensure refers to the act or process by which a professional association or government agency grants individual permission, in the form of a license, to practice a specific occupation or profession. Those who obtain licenses typically undergo training and meet specific requirements in a particular skill area.

Netiquette
Netiquette, or Internet etiquette, is an ideal pattern of behavior for Internet users. It is a set of guidelines for acceptable and respectful communication and interaction in online environments.

Online Learning
Online Learning is a mode of learning where knowledge is acquired through technology-based electronic mediums. Teachers and students in online learning experiences tend to be physically distant and may or may not be separated by time as well. Therefore, online learning can contain both synchronous and asynchronous components.

Peripherals
Peripherals are anything outside of the main processor and memory of the computer. Peripherals help connect the user in some way to the system. Examples of peripherals include keyboard, mouse, and monitor.

Personalized Learning
Personalized learning is an educational approach in which instruction is tailored to meet the unique needs, preferences, strengths, and goals of individual learners. It offers flexibility and support across various aspects of education, including instructional methods, learning content, activities, objectives, outcomes, and pace. Additionally, personalized learning empowers students by giving them a voice and choice, allowing them to shape their learning path through their personal interests and prior experiences.

Reflection
Reflection is a process in which students describe their learning, how it has evolved, and how it is relevant to future learning experiences (Learning and Leading with Habits of Mind,' 2008). It helps learners gain insights into their learning experiences through a deliberate thought process. In education, reflections are a useful way for helping learners establish connections between theory and practice.

Self-directed Learning
Self-directed learning, also referred to as student-directed learning, is an educational approach wherein the student assumes responsibility for their own learning. In this method, students define their goals and set deadlines, guided by overarching assignment outcomes. Engaging in research aligned with their personal interests, students take an active role in their education, with the teacher available for support when required (Study.com)

Self-paced Learning
Self-paced learning is an instructional approach that allows learners to progress through the instructional materials at their own pace and according to their personal schedules. In this model, the pace of learning is determined by the learner rather than the instructor, as is common in traditional classrooms. Learners have the flexibility to allocate their time, energy, and attention to specific parts of the lesson or content that they need more time to engage with.

Social Presence

Social presence is the ability to perceive others in an online environment as “real” and the projection of oneself as a real person.

Software
Software is all the systems held within a piece of technology that allows the hardware to operate and the user to perform tasks within it. Examples of software include word processing programs, mobile device apps, games, and grade book systems.

Summative Assessment
Summative assessments are assessments that occur at the end of a learning experience. Learners participate in a learning experience and, upon conclusion of the learning experience, are assessed through some form of assessment. End-of-chapter tests, end-of-unit projects, term papers, etc., are forms of summative assessment.

Synchronous Learning
Synchronous learning is learning where the student and the teacher are in the learning experience at the same time. Synchronous learning occurs when the teacher and student are in the same physical space. Synchronous learning can also occur when the student and teacher interact at the same time but are physically distant.

Teaching Presence
Teaching presence refers to the design, facilitation, and direction of cognitive and social processes for the realization of meaningful learning.

Ti-BOT
Ti-BOT is an acronym for our Technology Integration – Blended and Online Teaching.

Universal Design for Learning
Universal Design for Learning (UDL) is a framework that draws from research on how people learn to enhance and optimize teaching and learning for all individuals. It prescribes a set of guidelines through which learners can access meaningful and challenging learning opportunities. Learning is made more accessible through multiple means of representation, engagement and expression. (see CAST: About Universal Design for Learning)

Appendix B: Addressing Disposition Concerns

To address ***any*** deficiency regarding disposition, faculty may submit a Form D-2 for candidates who are in violation of the standards listed in Form D-1. The completed D-2 will be distributed to the candidate, candidate's academic advisor, appropriate department head(s), Office of Teacher Education and Licensure (OTEL), Office of Clinical Practice (OCP), and possibly the Teacher Education Council Special Cases Committee. **Note:** separate D-2s completed by different faculty members about the same incident/related incidents shall be counted as one form.

Within 2-4 business days after the reported incident, the candidate will be contacted to address the concerns as they are presented within the D-2. If, upon the conclusion of that meeting, it is determined that a dispositional issue exists, the candidate will be provided with a remedying list of actions to complete, as well as a reminder that **a second violation/D-2 *of any kind* can result in program dismissal**. The candidate will sign the D-2, even if he or she disagrees. The signature will serve as confirmation that the issue was formerly reviewed between candidate and faculty. A copy of the D-2 will be distributed to the appropriate parties.

Any candidate who feels that a D-2 was unfairly appointed may request additional investigation and must follow the steps of the Grievance Procedure as listed on Page 12. However, candidates will follow these three levels of outreach, in order:

Noncompliance with this process may result in an additional D-2.

The fully detailed disposition assessment process can be found here:
https://discover.education.purdue.edu/disposition/Disposition-Process.pdf

Appendix C: Grievance Procedure

Candidates who wish to note a concern must follow the guidelines below, to the exact details that are provided.

For each level of outreach that is required to establish a resolution of the concern, candidates must do the following:

- Contact the staff or faculty member using only Purdue e-mail accounts (sender and recipient). Communication via personal accounts, work accounts, or the LMS is not permitted.
- Maintain professionalism at all times, including but not limited to appropriate language, non-aggressive tone and emphasis, and only factual/provable information.
- Outline the concern at hand, including all relevant details: assignments/discussions/tests involved, dates, previous and relevant communication, supporting materials, and any other information that fully explains the concern.
- Propose/request a resolution.
- Allow at least 72 hours (excluding weekends and holidays) for a response or resolution from each staff or faculty member before moving on to the next level of outreach.