

Technology Survey

CAEP Standard/Component: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, technology cross-cutting theme

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

ETSU Clemmer College Framework:

Teacher Educator Technology Competencies (TETC): 1-12

Administration and Purpose:

The purpose of the technology survey is to document educational technology skills and behaviors observed and applied by our teacher candidates. The technology survey located on LiveText asks candidates about the educational technology tools and pedagogical practices implemented and observed within their field experiences. As a result, the intention of this survey is to help the EPP provide diverse candidate field experiences and improve teacher preparation related to technology-rich instruction. The survey's components and statements are tagged and aligned to CAEP's cross-cutting theme, InTASC, and reflect the EPP's conceptual framework and beliefs.

The technology survey is an online instrument distributed by email to all teacher candidates participating in a course with a field experience component. Names and contact information for each teacher candidate is obtained from the Office of Educator Preparation. In the first semester (Spring 2020) the survey was distributed as a course assignment in LiveText, but the survey was moved to the Qualtrics system for the Fall 2020 to improve tracking of responses.

The data are shared with EPP faculty and other stakeholders at data meetings and retreats. The data results from the survey are used to work with LEA partners to locate and highlight field experiences that expose candidates to technology-infused instruction P-12 settings.

Survey Content:

Statements and components of the technology survey are explicitly identified and aligned with the CAEP cross-cutting theme of technology. The survey is also aligned specifically with language associated with Teacher Educator Technology Competencies (TETC). Teacher educators will:

- design instruction that utilizes content-specific technologies to enhance teaching and learning.
- incorporate pedagogical approaches that prepare teacher candidates to effectively use technology.
- support the development of the knowledge, skills, and attitudes of teacher candidates as related to teaching with technology in their content area.

- use online tools to enhance teaching and learning.
- use technology to differentiate instruction to meet diverse learning needs.
- use appropriate technology tools for assessment.
- use effective strategies for teaching online and/or blended/hybrid learning environments.
- use technology to connect globally with a variety of regions and cultures.
- address the legal, ethical, and socially responsible use of technology in education.
- engage in ongoing professional development and networking activities to improve the integration of technology in teaching.
- engage in leadership and advocacy for using technology.
- apply basic troubleshooting skills to resolve technology issues.

Teacher candidates are asked to indicate whether they have observed the TETC skill/behavior in their field placement, whether they applied the skill or behavior in their teaching in their field placement, and/or whether their university classes have demonstrated the skill or behavior.

Instructions for use: The technology survey was developed in the fall 2019 semester, piloted in spring 2020, and has been used to collect data each semester since. Teacher candidates are provided with a link to the survey that comes directly by email from the EPP Office of Educator Preparation.

Scoring:

The survey has 12 items which ask teacher candidates to reflect and identify teaching behaviors based on the InTASC standards demonstrated by themselves, EPP faculty, and mentor teachers. That identification is conducted via checkboxes beside the statements “I have demonstrated this skill or behavior in my field placement,” “I have observed this skill or behavior demonstrated by my mentor teacher in my field placement,” and “I have observed this skill or behavior demonstrated by my instructors in my university courses.” In addition, the option “None of the above apply to my experience” was added as an option after the pilot semester following EPP faculty suggestions. A mean of 80% positively identified skills for each question is considered a baseline for overall satisfaction, while a mean below 80% indicates that an area needs improvement.

Validity and Reliability:

Though the CAEP Accreditation Handbook (2016-version 3, Page 167) notes that surveys do not need to meet attributes related to reliability and validity; data quality is an essential component of the

survey process. The EPP met construct validity through the process acquiring feedback from EPP faculty related to item alignment to the INTASC standards, as well content validity meetings with the (1) CAEP committee and other invited faculty, as well as (2) LEA partners (Teachers, Technology specialists, and EPP faculty) related to review of each items' alignment to INTASC standards.

Data:

Data are collected each semester and reported once a year, early in the fall semester. Data are reported for two previous and planned for one upcoming administration of the survey: Spring 2020, Fall 2020, and Spring 2021. The data are collected from the online software program and disaggregated by licensure area. Descriptive statistics are provided to all licensure areas for data review. Please note that fall semesters have fewer candidates enrolled in clinical practice/student teaching than spring semesters.

Analysis and Interpretation:

Data are reported for two previous and planned for one upcoming administration of the survey: Spring 2020, Fall 2020, and Spring 2021. A mean of 80% (out of a possible 100%) for each question is considered a baseline for overall satisfaction, while a mean below 80% indicates that an area needs improvement.

- Summary of findings related to R2 students' perceptions of their confidence to perform INTASC teaching behaviors.
- Summary of findings related to R2 students' perceptions of how effective their program of study prepared them to perform INTASC teaching standards.
- Summary of findings related to R2 students' perceptions of how their mentor teacher demonstrated each of the INTASC teaching behaviors.

Use and Continuous Improvement: Data meetings were held with college groups on October 7, 2020, October 26, 2020, and October 30, 2020 to review the technology survey data disaggregated by licensure area.