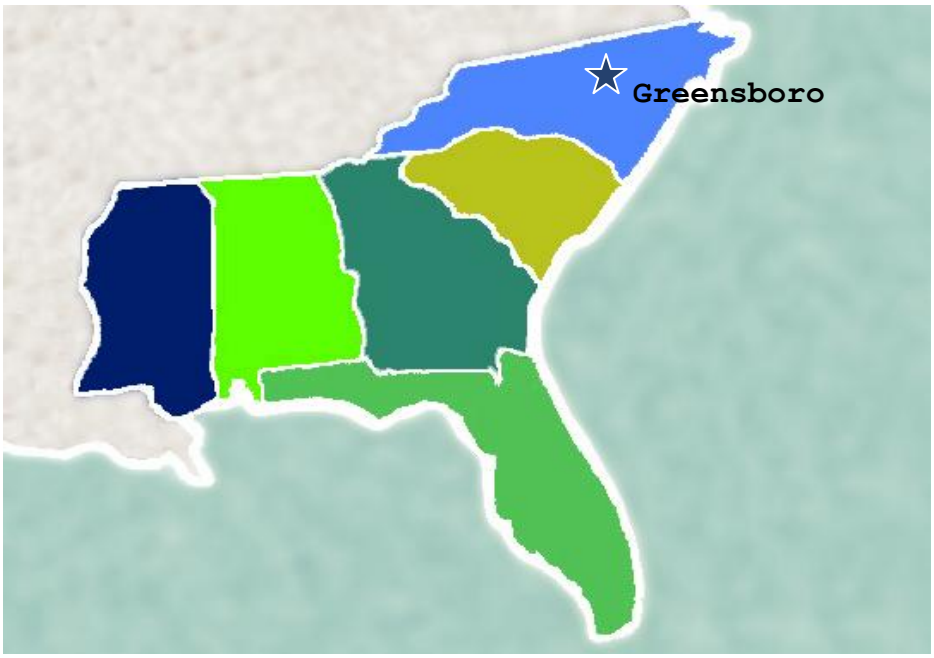
REGIONAL *EDUCATIONAL* LABORATORY
SOUTHEAST ~ SERVECenter

August 2008, EBE # 285

EVIDENCE BASED EDUCATION REQUEST DESK

OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.



REQUEST:

- What are other states doing to assess whether K–12 teachers are meeting the technology proficiency standards (NET) outlined by ISTE? What are alternatives to the IC3 test?

RESPONSE

This question was answered by contacting state leaders and also by finding information on the Internet. Many states have an Office of Educational Technology which outlines procedures for teacher technology assessment. This response lists some states and the process they use for assessing teachers.

In examining the findings, it appears that a majority of the states listed are using an electronic portfolio which enables them to capture examples of how teachers are integrating the technology into teaching.

If you have any questions regarding this document, please contact the REL-SE, 1-800-755-3277 or RELSoutheast@serve.org

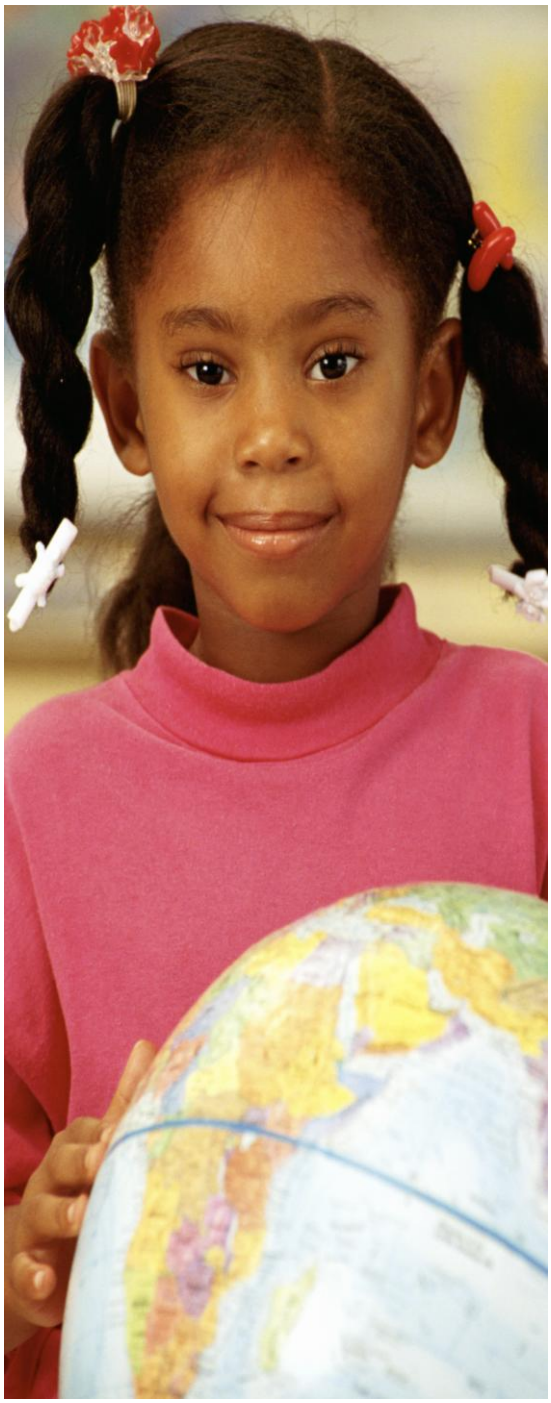
REL SOUTHEAST
Regional Educational Laboratory

State	Process	Other Information
Alabama	Multiple Sources	http://ti.alsde.edu/documents/access/IMPACT2007.pdf Alabama's Indicators for Measuring Progress in Advancing Classroom Technology (IMPACT) is part of the technology plan. Within the plan, teacher standards for technology are measured by multiple sources, including PDP plan, samples of teacher/student work, locally developed teacher technology skill assessments, teacher/student/administrator focus groups and interviews, review of teacher lesson/daily plans, computer lab usage logs, equipment (e.g., projectors, laptop cart) checkout logs, and PEPE classroom observations.
Connecticut	Multiple Levels	http://teachtech.education.uconn.edu/index.htm HUSKY Educational Technology Assessment Program (HETAP) HETAP is a three-tier assessment battery built upon the ISTE standards and the Connecticut Teacher Technology Competencies (CTTC) (2001). Its content focuses on the four main standards of the CTTC. These include: a) Educational Technology Concepts and Operations — Awareness and Use; b) Creating Environments for Learning; c) Productivity and Professional Practice; and d) Social, Legal, Ethical, and Human Issues. The **first level** (LI) focuses on an educators' use for technology for personal productivity and the implication of technology in the classroom to enhance student learning. The **second level** (LII) requires educators to come together in a collaborative professional group through an asynchronous discussion system. Through LII, educators demonstrate their technology and planning skills in developing a curriculum appropriate for their specific learning environments designed to facilitate student learning. The **third level** (LIII) requires the educator to provide a portfolio of student products that demonstrate student learning resulting from specific approaches and assignments implemented by the teacher. Additionally, the educator must provide a clear link between pedagogy, student products, and a systematic approach to enhancing student learning.

State	Process	Other Information
Florida	Portfolio	http://www.flinnovates.org/
Georgia	Internet-Based Test	Georgia Assessments for the Certification of Educators (GACE) http://www.gace.nesinc.com/GA2_overview.asp The GACE Computer Skill Competency assessment is an Internet-based test (IBT) that is designed to enable individuals and school districts to satisfy the legislated computer competency requirement for educators. Registration and testing for this assessment is provided by authorized Georgia schools, school districts, Regional Educational Service Agencies (RESAs), and Educational Technology Training Centers (ETTCs). The Computer Skill Competency assessment is a single test that consists of selected-response questions.
Idaho	Portfolio	Previously utilized a test but now require a portfolio. The assessment was unable to measure ability to integrate technology.
Missouri	Portfolio	http://www.emints.org/about/index.shtml
South Carolina	Portfolio	http://ed.sc.gov/agency/offices/tech/teachprofprov/index.html
Texas	Portfolio	TexasTTCC http://www.texasttcc.net/index.html TexasTTCC consists of an electronic portfolio that addresses all 73 of the performance indicators of the SBEC Technology Applications Standards I-V. The portfolio consists of • Artifacts that demonstrate the participant's knowledge and skills. • Captions for each artifact that demonstrate the participant's understanding of the standards and ability to integrate technology into the curriculum. Items you will be expected to create or complete and place in the portfolio include: • A self-assessment survey of knowledge and skills in technology applications. • A professional growth plan based on the survey (a template is provided). • A web page demonstrating appropriate use of files and digital information. • A spreadsheet with accompanying chart.

State	Process	Other Information
		• A software evaluation form (two forms are provided). • Three technology-rich lesson plans that use a range of instructional strategies, address individuals, small or whole groups, and allow students to problem solve and make decisions (a template is provided). • A multimedia presentation that includes text, audio, video, and graphics. • A rubric that can be used to evaluate projects for design, content delivery, purpose, audience, and relevance to the assignment. • A desktop publishing product that effectively uses fonts, graphics, formatting, and page design to communicate with a defined audience. • A document outlining how you use technology tools to perform tasks and plan, monitor, and adjust instruction. • A teacher-created database and database report. • A scanned and uploaded letter from your principal on school letterhead paper verifying your technology use (a template is provided). • Your personal scanned and uploaded letter confirming that the portfolio is your original work. • A caption for each artifact guiding the evaluator through the standards addressed by each item and how you integrate technology into instruction (a caption template is provided for each artifact).

REGIONAL EDUCATIONAL LAB August 2008, EBE # 285



We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- **Research on a particular topic**
- **Information on the evidence base for curriculum interventions or professional development programs**
- **Information on large, sponsored research projects**
- **Information on southeastern state policies and programs**

For more information or to make a request, contact:

Karla Lewis
1.800.755.3277
klewis@serve.org

The Regional Educational Laboratory (REL) – Southeast's Evidence Based Education (EBE) Request Desk is a service provided by a collaborative of the REL program, funded by the U.S. Department of Education's Institute of Education Sciences (IES). This response was prepared under a contract with IES, Contract ED-06-CO-0028, by REL-Southeast administered by the SERVE Center at the University of North Carolina at Greensboro. The content of the response does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.