Integrating Technology Use in the Interning Experience

Marcia Cushall, Frostburg State University, US

The use of technology in the classroom can empower both teachers and students. However, its effectiveness in instruction depends on how teachers and teacher candidates use technology in their classrooms (Maddux, Johnson, & Willis, 2001). Teacher preparation programs should prepare candidates to integrate technology appropriately and effectively throughout the curriculum. This preparation must be achieved through instruction, field experiences, clinical practice, and assessments (NCATE 2000 Unit Standards). Assessment of candidates’ use of technology in the classroom is an important component part of their field experiences.

The assessment of the candidate’s performance should include assessment of the planning for appropriate use of technology, delivery of instruction, active involvement of the students in the use of technology and reflection about the process and the student learning. Performance assessments that include these elements have been developed by the Maryland Technology Consortium. The consortium evolved from a University System of Maryland (USM) task force convened in 1998 to define Maryland Teacher Technology Outcomes and performance assessment tasks for beginning teachers.

The task force consisted of K-12 teachers and coordinators, higher education faculty, Maryland State Department of Education (MSDE) personnel, and personnel from the Maryland Higher Education Commission (MHEC). During spring and fall of 1999, the draft outcomes developed by this task force were distributed to schools and professional organizations for feedback.

During this same time, the task force lead by MSDE applied for and received a PT3 Catalyst Grant to continue its work. The task force membership was then expanded to create the Maryland Technology Consortium. The consortium included the original task force members, representatives from additional institutions of higher education and additional local schools, more representatives from MHEC and MSDE, and representatives from the Human Resources Research Organization and from the Regional Technology in Education Consortium. The goals for the Maryland PT3 Catalyst Grant are 1.) curriculum redesign, 2.) development of performance assessments, and 3.) candidate development of electronic portfolios.

Supported by funding from the grant, the outcomes were revised and draft performance assessment tasks were developed for three of the seven outcomes. The revised outcomes address the following seven areas: 1.) information access, evaluation, processing, and application, 2.) technology communication, 3.) legal, social, and ethical issues, 4.) assessment for administration and instruction, 5.) technology integration, 6.) adaptive and assistive technology, and 7.) professional growth. In development of the performance assessment tasks, each task was to include the technology outcome, the technology indicators, the knowledge and skills needed to perform the task, a task summary, the scoring tool and criteria for evaluation, benchmarks, instructor notes, and curriculum connections.

In fall, 2000, the three performance tasks were piloted on several campuses and work began on the remaining four outcomes. In fall 2001 the outcomes became standards and the performance assessments were disseminated for full scale implementation of the standards and assessments within Maryland higher education. Standard V addresses integration of technology into the curriculum and instruction. Two performance assessments were developed for this standard and it is expected that these assessments will be completed during a candidate’s interning experience. The first assessment addresses the use of technology in the delivery of instruction; the second addresses student use of technology to support problem solving, communication and collaboration. Both assessments include evaluation of the planning for instruction, the delivery of the instruction, and reflections about the instruction.

The use of technology in the classroom can empower both teachers and students. However, its effectiveness in instruction depends on how teachers and teacher candidates use technology in their classrooms. Assessment of candidates’ use of technology in the classroom is an important component part of their field experiences. Performance assessments that include field-based components have been developed by Maryland Technology Consortium. The consortium evolved from a University System of Maryland (USM) task force convened in 1998 to define Maryland Teacher Technology Outcomes and performance assessment tasks for beginning teachers. To continue its work after the draft outcomes were developed, the task force applied for and received a PT3 Catalyst grant. Supported by the...
grant, performance assessments were developed. One of the standards (formerly outcomes) addresses integration of technology into the curriculum and instruction. Two performance assessments were developed for this standard and it is expected that these assessments will be completed during a candidate’s intern experience. These field-based assessments will be shared and discussed. Participants will be encouraged to offer feedback on the content and form of the assessments.