“Are we there yet?”…”When are we going to get there?” …”How long is it going to take to get there?” – Charting the road to “there” – Effective Technology Integration! Using Profiler As A Statewide Assessment Tool

The No Child Left Behind legislation requires all school districts and states to monitor technology integration within classrooms as well as administrators’ technology leadership skills. NCATE requires Schools, Colleges, and Departments of Education (SCDE) to integrate technology within all programs of study. Local state departments of education require school districts to assess not only the amount of technology present but also the effectiveness of technology integration.

Presenters will describe the processes of developing and validating surveys to evaluate the level of integration of instructional technology and leadership skills. Additionally, evaluation tools used to analyze data for strategic planning, determining professional development needs, meeting the No Child Left Behind, and meeting NCATE requirements will be presented.

The Alabama Department of Education through the Preparing Tomorrow’s Teachers to Use Technology Program researched and developed technology standards for teachers and administrators based upon the Society for Information Technology and Teacher Education (ISTE) standards. Base-line assessment tools were developed, disseminated statewide, and analyzed to determine factors or categories of technology integration at each level. Statewide research was conducted in 2000 by surveying Alabama teachers, administrators, preservice faculty, student interns, and cooperating teachers. Researchers’ analyses of baseline data determined factors of need for each P-20 level.

Teacher factors are:
1. General Instructional Integration,
2. Teaching Students to Use Technology,
3. Managing Technology Resources,
4. General Technology Skills, and
5. Essential Conditions.

Administrator factors are:
1. Technology Vision and Planning,
2. Staff Development,
3. Encouraging Instructional Integration,
4. Technology Infrastructure, and
5. Technology Use.

Higher Education factors are:
1. Modeling Technology Use
2. Implementing Alabama’s Technology Standards
3. Assessing Essential Support Conditions

The teacher survey was the first instrument developed and disseminated by Alabama’s Preparing Tomorrow’s Teachers to Use Technology staff. This instrument was provided as a tool for system and school technology coordinators to determine the level of technology integration for planning staff development and state reporting. Data was
collected during 2002/2003 and 2003/2004. Results from the first year showed Alabama teachers used technology for self-productivity but did not use it to teach students. The administrator survey was developed in connection with the Alabama Renaissance Technology Academy for School Leaders; a Bill and Melinda Gates State Challenge Grant for Leadership Development. The Academy, designed to increase leadership skills in technology, utilized the survey as a pre- and post-self assessment. Initial data indicated an approximate 300% increase in the skill level of academy participants. Within the same time period, the administrator survey was released to all school districts to assist technology coordinators in determining professional development needs and participate in state reporting. The higher education survey for pre-service faculty members was released in the fall of 2003. This survey is designed to measure state technology standards for pre-service programs. These standards developed through the Alabama’s Preparing Tomorrow’s Teachers to Use Technology Program were approved March 2002 and implementation began January 2003. Volunteer groups piloted each instrument. Results from the pilots were used to refine each survey before distribution.

This session will begin with an overview of Profiler that includes how to prepare surveys, create a state infrastructure, and collect and analyze data. Participants will receive procedures for developing surveys correlated to state and national standards, validating surveys, and tools for assisting in data analysis. Participants will hear a description of a plan for dissemination to obtain participation by instructional faculties. Additionally, presenters will show the techniques for determining institutional needs for planning technology integration and professional development opportunities.

Participants will receive:
- Copies of statewide surveys correlated to state technology standards,
- Detailed instructions for developing macros to analyze data,
- Examples of conclusions of statewide assessment in the areas of technology integration,
- Strategic planning techniques for developing and monitoring technology plans and professional development.

Research supporting the assessment, development, and planning began with ISTE standards for teachers, TSSA standards, and NCLB legislation. Additional references include the ISTE publications, *Resources for Assessment* and *Technology, Innovation, and Educational Change*. Strategic planning is based upon the Baldrige Self-Assessment and Action Planning Process.