

Integration of Technology

Relationship to Standard or Component			
CAEP Standard Addressed in Plan	R1 Content and Pedagogical Knowledge Component 3 Instructional Practice Specifically, we seek to collect data on our candidates' ability to effectively integrate technology to improve student learning.		
Description of Evidence/Data We Plan to Collect	Candidates are currently required to complete three modules on the use of technology and virtual instruction the semester prior to student teaching. These modules are housed in Blackboard for easy access and each presents information to build candidate knowledge of the use of technology in instruction. The topics of the modules are teaching, learning, and assessing; building community; and ethics and etiquette/digital citizenship. Our plan is to integrate the information we gathered from a survey of partners on technology implemented in P-12 schools to revise the modules and the assessments used within the modules. The revised assessments will provide a more complete picture of our candidates' knowledge of implementing instructional technology.		
Timeline and Resources			
Timetable of Data Collection by semester or calendar year	Strategy for Collecting the Data (steps for how this will be accomplished)	Personnel Responsible	Resources need including personnel, technology and access to data compilation
Early Fall 2022	Examine results of partner survey and plan for revision of modules.	COE Coordinator of Data Management and Technology Technology workgroup	Personnel
Mid Fall 2022	Revise modules and embedded assessments.	COE Coordinator of Data Management and Technology Technology workgroup	Personnel
Late Fall 2022	Present plan to PEF at fall meeting. Gather input and make revisions	COE Coordinator of Data	Personnel

	to modules.	Management and Technology Technology workgroup PEF	
Early Spring 2022	Share revised modules with Advisory Board. Make final revisions.	COE Coordinator of Data Management and Technology Technology workgroup Dean's Office	Personnel Technology
Mid Spring 2022	Meet with Quality Assurance Workgroup to review modules and embedded assessments using CAEP criteria for EPP created assessments.	COE Coordinator of Data Management and Technology Quality Assurance Workgroup	Personnel
Late Spring 2022	Load modules into Blackboard. Begin collecting data on Fall 2023 spring student teachers.	COE Coordinator of Data Management and Technology Student Teaching Coordinator Clinical Services Director	Personnel Technology Data Compilation
Data Quality			
Provide a copy of the data collection instrument if available; if not, steps above should include instrument development in the strategy, timeline above.	The assessments used are embedded within the modules and available on Blackboard. A major part of this transition plan is the revision of the modules and assessments.		
How will the quality of the data collection/survey/ rubric be assured to meet the "sufficient" level on the CAEP Assessment Rubric?	When the revised embedded assessments are complete, the COE Coordinator of Data Management and Technology and the Quality Assurance Workgroup will review them using the CAEP Criteria for EPP created assessments. The findings of this review will be used to make any additional revisions.		

<p>What steps will be taken to attain a representative response (i.e., how will the data sample be selected, what actions will be taken to ensure a high response rate if a survey is used, etc.)?</p>	<p>All student teachers will be required to complete the modules and embedded assessments the semester prior to student teaching. This will ensure a high response rate.</p>
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Plan for Implementation of the EPP Diversity Survey

Relationship to Standard or Component			
CAEP Standard Addressed in Plan	R1 Content and Pedagogical Knowledge Component 1 - Learners and Learning Specifically, we seek to collect data of our candidates' efficacy in working with diverse P-12 students and their families.		
Description of Evidence/Data We Plan to Collect	<p>In spring 2022, the EPP's Diversity Workgroup recommended the EPP administer a survey on the topic of Diversity to candidates at entry point, mid point and exit point of the degree program. In addition, the Diversity Workgroup recommended the adoption of the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) (Siwatu, 2007) as two research-based scales as main components of the survey. This recommendation was adopted by the Teacher Education Council.</p> <p>We received permission from the creator of the CRTSE/CRTOE for use in our EPP. The CRTSE and CRTOE scales will comprise part of the EPP Diversity Survey. In addition, two open ended prompts will be included to assess candidates' perceptions related to preparation experiences for teaching diverse students. "Please describe experiences you think make you particularly prepared to work with diverse students and their families" and "Please describe experiences you think make you particularly unprepared to work with diverse students and their families".</p> <p>The CRTSE is a 40-item Likert scaled instrument used to gather data from preservice teachers on their efficacy in implementing teaching practices associated with using culturally responsive pedagogy, such as meeting individual learning needs, differentiating instruction, working with English Language Learners, etc. The 26-item CRTOE is used to gather data from preservice teachers about their belief that positive classroom and student outcomes are realized when teachers implement culturally responsive teaching practices. Each scale has evidence of strong reliability and validity from multiple research studies (Siwatu, 2007; Siwatu, 2011; Snider, 2015).</p>		
Timeline and Resources			
Timetable of Data Collection by semester or calendar year	Strategy for Collecting the Data (steps for how this will be accomplished)	Personnel Responsible	Resources need including personnel, technology and access to data compilation
Fall 2022	Determine the format to be used to collect data (Google form, paper, etc.) Use this format to create the assessment to be used.	Diversity Workgroup	Personnel Technology

Fall 2022	Meet with foundations faculty, junior year faculty, and student teaching coordinator to plan for administration at entry, mid, and exit point of degree.	Diversity Workgroup Student Teaching Coordinator Foundations Faculty Clinical Services Director Program Coordinators EPP Data Coordinator College Assessment Committee Chair	Personnel
Fall 2022	Pilot instrument with candidates enrolled in coursework at the entry, mid, and end of their programs.	Diversity Workgroup Student Teaching Coordinator Foundations and Clinical Faculty Clinical Services Director Program Coordinators EPP Data Coordinator College Assessment Committee Chair	Personnel
Spring 2023	Initial analysis of data and review of implementation plan. Revisions will be made as needed.	Diversity Workgroup EPP Data Coordinator	Personnel Data compilation Technology
Ongoing semesters	Collect data at entry, mid, and exit levels.	Diversity Workgroup Foundations and Clinical Faculty Clinical Services Director Student Teaching Coordinator	Personnel Data compilation Technology
Ongoing semesters	Analysis of data	Diversity workgroup EPP Data Coordinator College Assessment Committee Chair	Personnel Data compilation Technology
Data Quality			
Provide a copy of the data collection instrument if available; if not, steps above should include instrument development in the strategy, timeline	We have received permission to use items from the Culturally Responsive Teaching Self-Efficacy Scale and Culturally Responsive Teaching Outcome Expectancy Scale (Siwatu, 2007). The EPP's Diversity Workgroup will determine the format to be used with our candidates and any additional items to include after the pilot year.		

<p>above.</p>	
<p>How will the quality of the data collection/survey/ rubric be assured to meet the “sufficient” level on the CAEP Assessment Rubric?</p>	<p>The EPP’s Quality Assurance Workgroup will use the CAEP Sufficiency Criteria to assess the tool and implementation plan. Recommendations of required changes will be presented to the EPP’s Diversity Workgroup.</p> <p>Information about the scale may be found here: Siwatu, K. O. (2007). Preservice teachers’ culturally responsive teaching self-efficacy and outcome expectancy beliefs. <i>Teaching and Teacher Education</i>, 23, 1086-1101.</p>
<p>What steps will be taken to attain a representative response (i.e., how will the data sample be selected, what actions will be taken to ensure a high response rate if a survey is used, etc.)?</p>	<p>All candidates in the EPP will be assessed at the entry, mid, and exit levels. Because the assessment will be embedded in coursework, a high response rate is assured.</p>