

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006-5651 EDUCATIONAL TECHNOLOGY IN TEACHER EDUCATION PROGRAMS FOR INITIAL LICENSURE POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM	FORM APPROVED O.M.B. No.: 1850-0733 EXPIRATION DATE: 09/2006
This survey is authorized by law (P.L. 103-382). While participation is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.	

Definition and Instructions

For this survey, please answer with respect to your institution's teacher education program or programs as they relate to preparing students to become PK-12 teachers. While the program(s) may be for undergraduate, post-baccalaureate, and/or graduate students, **include only programs that are for initial licensure.** (Applicable sections of the survey should be completed regardless of whether your institution has teacher education programs for initial licensure.)

Please answer as broadly as possible across **all** programs for initial licensure of PK-12 teachers at your institution. However, if information is not available about some programs (for example, because they are located outside of your school, college, or department of education), then answer across those programs for which information is available.

Educational technology refers to the full range of electronic digital technologies—including computer productivity tools, multimedia, telecommunications, and educational software—as applied in curriculum and instruction in your program(s).

The survey is designed to be completed by the person or persons most knowledgeable about your teacher education program(s) for initial licensure *and* the role of educational technology within them. This person might be a faculty member who teaches courses in educational technology within the program(s) and is familiar with the program(s) more broadly, or perhaps a director of teacher education programs familiar with how teacher candidates are being prepared to use educational technology.

Please fill in the following information:

Name of person completing form: _____ Telephone: _____

Title/position: _____ E-mail: _____

Name of institution: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
Mail: Brian Kleiner (8096.07.03) Westat 1650 Research Boulevard Rockville, Maryland 20850-3195	Brian Kleiner at Westat 800-937-8281, ext. 4469 or 301-294-4469 E-mail: BrianKleiner@westat.com
Fax: 800-254-0984	

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006

For this survey, please answer with respect to your institution's teacher education program or programs as they relate to preparing students to become PK–12 teachers. While the program(s) may be for undergraduate, post-baccalaureate, and/or graduate students, **include only programs that are for initial licensure.**

Please answer as broadly as possible across **all** programs for initial licensure of PK–12 teachers at your institution. However, if information is not available about some programs (for example, because they are located outside of your school, college, or department of education), then answer across those programs for which information is available.

1. Does your institution have **any** teacher education programs for initial licensure that prepare students to become PK–12 teachers?

Yes.....1 (Continue with question 2.) No.....2 (Stop. Complete respondent section on front and return questionnaire.)

2. Please indicate whether the following topics and practices are taught in your teacher education program(s) for initial licensure. (If you are reporting about only one teacher education program for initial licensure at your institution, and you are answering in the affirmative, then select "Yes, in all programs.")

Technology-related topic or practice	Taught in the program(s)		
	Yes, in all programs	Yes, in some programs	No
	(Circle one on each line.)		
a. Using multimedia digital content (e.g., digital audio or video) for instruction.....	1	2	3
b. Using content-specific software tools for instruction (e.g., graphic organizers, interactive math programs, graphing tools, computer-assisted instructional software).....	1	2	3
c. Using Internet resources and communication tools for instruction (e.g., accessing education materials, online discussion forums, virtual field trips).....	1	2	3
d. Integrating technology into instruction.....	1	2	3
e. Creating or using digital portfolios.....	1	2	3
f. Developing curriculum plans that include using technology to address content standards.....	1	2	3
g. Applying technology in assessing student achievement with respect to state curriculum standards.....	1	2	3
h. Using technology to access or manipulate data to guide instruction.....	1	2	3
i. Using student assessment and evaluation strategies that involve technology (e.g., real-time feedback on assessments, databases that link standards with instructional resources and strategies)...	1	2	3
j. Teaching via distance learning.....	1	2	3

3. How is educational technology taught within your teacher education program(s) for initial licensure? (Circle one on each line.)

	Yes	No
a. Within 1- or 2-credit stand-alone course(s) in educational technology.....	1	2
b. Within 3- or 4-credit stand-alone course(s) in educational technology.....	1	2
c. Within methods course(s).....	1	2
d. Within content course(s).....	1	2
e. Within the field experiences of teacher candidates.....	1	2
f. Other (specify) _____	1	2

4. To what extent are teacher candidates taught to use technology tools for each of the following purposes? (*Circle one on each line.*)

	Not at all	Minor extent	Moderate extent	Major extent
a. Enhancing or enriching classroom instruction.....	1	2	3	4
b. Understanding individual student learning styles.....	1	2	3	4
c. Assessing individual student progress and challenges.....	1	2	3	4
d. Designing instructional interventions to individualize student instruction.....	1	2	3	4

5. Please indicate the extent to which the following act as **barriers** to the ability of teacher candidates to practice their educational technology-related skills and knowledge *during their field experiences*. (See question 2 for examples of educational technology-related skills and knowledge.) (*Circle one on each line.*)

	Not at all	Minor extent	Moderate extent	Major extent	Don't know
a. Availability of technology infrastructure in the schools	1	2	3	4	5
b. Lack of willingness of supervising teachers to integrate technology in their classrooms.....1.....	1	2	3	4	5
c. Lack of time for supervising teachers to integrate technology in their classrooms.....1.....	1	2	3	4	5
d. Lack of training or skill of supervising teachers to integrate technology in their classrooms.....1.....	1	2	3	4	5
e. Limited skills and knowledge on the part of teacher candidates	1	2	3	4	5
f. Competing priorities in the classrooms.....1.....	1	2	3	4	5
g. Other barrier(s) (<i>specify</i>) _____ 1	1	2	3	4	5

6. In general, *during their field experiences*, to what extent are teacher candidates able to **practice** the technology-related skills and knowledge they acquire in their coursework? (*Circle only one.*)

- Not at all.....1
- Minor extent.....2
- Moderate extent.....3
- Major extent.....4
- Varies too much from school to school to generalize.....5
- Don't know.....6

7. Please indicate the extent to which you agree or disagree with the following statements as they relate to graduates from your teacher education program(s) for initial licensure. (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Program graduates can construct project-based learning lessons in which students use a range of educational technologies.....	1	2	3	4
b. Program graduates are able to recognize when a student with special needs may benefit significantly by the use of adaptive/assistive technology.....	1	2	3	4
c. Program graduates have the <i>skills</i> to integrate technology into instruction in their classrooms.....	1	2	3	4
d. Program graduates have the <i>experience</i> to integrate technology into instruction in their classrooms.....	1	2	3	4

8. Please indicate the extent to which the following act as **barriers** to your program's ability to integrate educational technology into the daily teaching and learning environment of teacher candidates. (*Circle one on each line.*)

	Not at all	Minor extent	Moderate extent	Major extent
a. Your school, college, or department's educational technology infrastructure.....	1	2	3	4
b. Faculty members' lack of interest in integrating technology into their teaching.....	1	2	3	4
c. Faculty members' lack of training to use technology in their own classrooms	1	2	3	4
d. Faculty members' lack of time for training and developing their technology skills.....	1	2	3	4
e. Teacher candidates' lack of interest in using technology.....	1	2	3	4
f. Other barrier(s) (<i>specify</i>) _____	1	2	3	4

9. Are the following professional development or training opportunities available to faculty who teach in the teacher education program(s)? (*Circle one on each line.*)

	Yes	No
a. Use and application of educational technologies.....	1	2
b. Development of curricula that integrate educational technologies into courses they teach.....	1	2
c. Teaching methods for distance education courses.....	1	2
d. Other training opportunities relating to educational technology (<i>specify</i>) _____	1	2

10. During the 2005–06 academic year, how many teacher candidates were enrolled in the teacher education program(s) for initial licensure at your institution?

_____ Number of teacher candidates

11. Please indicate the types of teacher education programs for initial licensure of PK–12 teachers that most closely match those that exist at your institution. (*Circle one on each line.*)

	Yes	No
a. Early childhood education.....	1	2
b. Elementary education.....	1	2
c. Junior high/middle school education.....	1	2
d. Secondary education.....	1	2
e. Special education.....	1	2
f. Teacher education, multiple levels (K–12).....	1	2
g. Teacher education in specific subject areas (e.g., second language education, art education, reading, mathematics)	1	2
h. Other programs for initial licensure (<i>specify</i>) _____	1	2

12. To what extent are there differences between your institution's elementary and secondary education programs for initial licensure with respect to the educational technology training for teacher candidates? (*Circle only one.*)

- Not at all.....1
- Minor extent.....2
- Moderate extent.....3
- Major extent.....4
- Not applicable (e.g., no elementary or secondary program for initial licensure).....5

Thank you. Please keep a copy for your records.