

How to Use this Self-Assessment Tool

The Teacher Preparation STaR Chart offers individual schools, colleges, and departments of education (SCDEs) an explicit tool to determine their current standing and future direction. It provides a visual display of key factors for the integration of technology in all aspects of preparing teacher candidates. Like the K-12 STaR Chart, its uses include:

Setting benchmarks and goals:

- SCDEs can use this tool to identify their current technology profile and set goals for the future;
- SCDEs can use it to determine funding priorities; and
- University, college, and department leaders can use the STaR Chart to help determine where funds are needed to fill gaps.

Applying for grants:

- SCDEs can identify their educational technology profiles and objectives when applying for technology-related grants.

Creating assessment tools:

- SCDE leaders can use the STaR Chart as a basis for constructing their own institutional technology assessments.

The Teacher Preparation STaR Chart has three levels: Early, Developing, and Advanced Tech. Each category also has a Target Tech indicator which sets a goal for the overall implementation. It is assumed that institutions will fall within various levels across the matrix. Typically, an institution will be further along in some areas than others.

We encourage all those who care about the renewal of teacher preparation programs on campus—university leaders, teacher education deans, faculty, and students—to study the STaR Chart and make it a starting point for discussions within the institution. While this document presents a graphical layout of the STaR indicators and levels, the CEO Forum website (www.ceoforum.org) contains an online version of this tool that can be used for conducting an institutional assessment. The categories and indicators of the chart are described more fully in Part II of this document.

A Call for Action

While change comes slowly in higher education, America's children cannot wait. Technology is an integral part of their reality today and the future they will create. Technology offers great potential for new and more powerful learning, but only if teachers are prepared to guide, shape, and

Action

- 1 States should require each teacher preparation institution to conduct a STaR or other technology self-assessment as a criterion for funding;
- 2 States should include demonstrated proficiency in using technology appropriately for supporting learning as a key requirement for teacher certification;

States

- Provide resources to SCDEs to meet human and technical infrastructure needs;
- Require demonstration of technology proficiency for certification; and
- Create means of sharing expertise across the K-16 spectrum.

Federal Government

- Recognize, reward, and disseminate effective models of preparing teachers for the Digital Age;
- Support development of tools and materials to enhance teacher preparation for the Digital Age; and
- Support and disseminate research on the impact of technology on learning.

Private Sector

- Support SCDEs on a comparable scale with business, engineering, medicine, and other professional schools; and
- Provide sabbaticals in technology-rich environments for teacher educators and researchers.

lead this change. Today's teacher preparation programs must equip tomorrow's teachers for this challenge. This will not happen unless all parties work together for a new vision of teacher preparation for the 21st Century. Listed below are suggest-

ed policy actions for each partner in this challenge. Working together, these stakeholders can ensure that tomorrow's teachers are equipped to support the learning needs—and the ever-expanding dreams—of America's children.

Items

- 3 Corporations and state and federal governments should increase their priorities for investments in schools, colleges, and departments of education; and
- 4 Funders should tie support for schools, colleges, and departments of education to commitments to meeting Target Tech standards.

Universities

- Ensure that teacher preparation is a priority;
- Provide resources necessary to build faculty expertise and program strength;
- Meet NCATE or comparable accreditation standards; and
- Support collaboration across the university.

Teacher Preparation Institutions

- Support technology planning with resources;
- Send a message that technology is a key to learning and growth:
 - In courses
 - In field experiences
 - For faculty and students
 - With alumni and K-12 partners
- Offer a "technology warranty" for graduates.

K-12 School Districts

- Require technology proficiency in new hires;
- Offer technologically-fluent teachers as supervising teachers and mentors; and
- Share expertise with SCDE faculty.

CEO Forum School Technology and Readiness

Teacher Prep

University					
University Chancellors, College Presidents, Provosts and All Deans					
Campus Leadership			Campus Infrastructure		
1	2	3	4		
Strategic planning incorporating technology	Funding for technology in SCDE	Technology appropriately integrated in courses in all departments	Access to advanced technologies in campus-wide facilities	Campus development technology	
EARLY Tech	Minimal; limited goals	Below most other campus programs	25% of courses	25% of facilities	Limited
DEVELOPING Tech	Some; clear goals	Equals most campus programs	50% of courses	50% of facilities	Some
ADVANCED Tech	Continuous improvement	Equals top 2-3 campus programs	75% of courses	75% of facilities	Plenty
TARGET Tech	Strategic planning around technology for dynamic growth of the institution	SCDE technology funding ranks within the top programs on campus and is given a priority in fundraising efforts	Wherever appropriate, all courses throughout campus integrate technology to support learning	Advanced technology access provided for all faculty and students	Just what and : prog depa

Education STaR Chart: A Self-Assessment

Education					
SCDE Leadership					
5	6	7	8	9	
<p>campus-wide faculty development and technical support</p>	<p>Strategic planning incorporating technology</p>	<p>Funding for technology internally and via fundraising</p>	<p>Hiring, tenure, and promotion of faculty with technology research and teaching expertise</p>	<p>Program guided by NCATE or equivalent technology integration standards</p>	<p>Partnerships with schools and districts</p>
<p>Limited</p>	<p>Minimal; limited goals</p>	<p>No budget line item</p> <p>Limited investments</p> <p>Limited grants and fundraising</p>	<p>Not a factor</p>	<p>Standards not met</p>	<p>Limited</p> <p>Few outside programs</p>
<p>Some</p>	<p>Some; clear goals</p>	<p>Modest budget line item</p> <p>Growing investments</p> <p>Targeted fundraising</p>	<p>Rewarded</p>	<p>Meets standards</p>	<p>Some</p> <p>Growing in-service</p>
<p>Extensive and accessible</p>	<p>Continuous improvement</p>	<p>Substantial budget line item</p> <p>Continuous reinvestments</p> <p>Aggressive fundraising</p>	<p>Priority</p>	<p>Exceeds standards</p>	<p>Two-way</p> <p>Extensive in-service</p>
<p>Out-of-time, just-in-time, just-what's needed training support for all programs and departments</p>	<p>Vision for meeting expanding goals is built around technology as a catalyst for reform</p>	<p>Adequate funding to support all target tech goals</p>	<p>Multiple faculty incentives support technology integration and research</p>	<p>Program is a model for other SCDEs in alignment with and going beyond professional standards for technology integration</p>	<p>Partnerships with other SCDEs for technology</p>

How to Determine Your Institution's Technology Readiness

The CEO Forum's STaR Chart is a guide, not a definitive measure, of a college or university's effectiveness in integrating technology and planning for technology resources. Depending on the category, your institution may fall within a wide range of technological readiness. Since this is intended to

be a guide, such mixed results should be expected. The chart is intended to help institution's evaluate their technological readiness and help them plan for meeting technology goals. This evaluation is also available online at www.ceoforum.org.

Assessment Tool for Colleges of Education

Schools/Colleges/Departments of Education (SCDEs)					
Education Deans and Directors of Teacher Education					
	SCDE Infrastructure			SCDE Coursework	
10	11	12	13	14	15
Partnerships with K-12 around technology	Access to advanced technologies in SCDE facilities	Faculty development	Technical support	Coursework that integrates technology to enhance learning	Use of digital support opportunities
Minimal outreach or inservice programs	Less than 25% of facilities Equipment 5+ years old	Few workshops Limited content integration No training incentives	Takes several days	Basic skills course 25% of methods and content courses	Few courses
Some outreach and inservice program	50% of facilities Equipment is 3-5 years old	Many workshops Content focused Training incentives	Takes place next day	Intermediate skills courses 50% of methods and content courses	Many courses
High flow of use Active outreach and inservice program	100% of facilities Continuous upgrades	Multiple forms Mentoring, peer or student assistance Integrated with goals Generous training incentives	Takes place same day	Advanced integrated skills courses Most methods and content courses	Most courses
Partnerships built around K-16 vision for technology in education	The right technology is there, when and where it's needed for teaching and research	Formal and informal training and mentoring available to all faculty with incentives for application in teaching and research	Tech support available 24/7	All coursework built on research on optimal uses of technology to enhance teaching and learning	Wherever course resource collaboration to enhance opportunities

1. This assessment should be taken by at least two groups: 1) the leadership of the entire institution and, 2) the leadership of the school, college or department of education.
2. Select one of the two categories located across the top: university (refers to the entire institution) or SCDE's (refers to the college of education).
3. For each column in the chart, find the box that most accurately describes your institution.
4. After determining where your institution falls, compare your program components with the ones listed in the Target Tech box, which describes the ideal scenario.
5. Read the corresponding information under "Part II: Understanding the STaR Chart" for an explanation about each of the columns.
6. Use your findings to start discussions with school leadership and faculty, including department heads, teacher educators, technology directors, alumni and associated school districts.

		Faculty	Students	Alumni
SCDE Curriculum		Competence & Use		Connections
15	16	17	18	19
Online resources to support learning opportunities	Technology in field experiences and student teaching	Understanding and use of technology to enhance teaching and research	Understanding and use of technology to maximize student learning	Connection with the SCDE for continuous growth
courses	25% of field experiences Optional for student teaching	100% at entry or adoption level	50% use technology well in lessons and products 50% meet performance-based competencies 50% enter classroom ready to teach with technology	Occasional, unfocused
courses	50% of field experiences Expected in student teaching	100% at adoption or adaptation level	75% use technology well in lessons and products 75% meet performance-based competencies 75% enter classroom ready to teach with technology	Regular, focused
courses	75% of field experiences Required in student teaching	100% at adaptation or appropriation level	100% use technology well in lessons and products 100% meet performance-based competencies 100% enter classroom ready to teach with technology	Aggressive, targeted
Over appropriate, as integrate online resources and innovative technologies enhance learning opportunities	Criteria for field experiences around best practices in teaching with technology; SCDE helps build local capacity to make this possible	All faculty are at the appropriation or invention level in using technology for research, teaching, and meeting professional goals	All graduates meet the highest standard of technology teaching expertise, are sought after for this skill, and become technology leaders in their schools	Targeted program of connections with graduates benefiting SCDE and alumni