

Section A Assessment Strategies and Examples

The group began its work by identifying a variety of potential strategies by which teachers' capacity to use and integrate technology in the classroom might be assessed. Three subgroups were created to work on particular assessment strategies. The first subgroup worked to expand information about each strategy by identifying the potential purpose of the strategy, some existing models of the strategy, any research known to have been conducted on the strategy, the potential costs of the strategy, the type of data generated by the strategy, and the strengths and drawbacks of each. The following table represents this subgroup's ideas.

Assessment Strategy	Purpose	Models	Research	Cost	Type of Data	Strengths	Drawbacks
Surveys (Self-Assessment) Please see Section B for examples.	Obtain teachers' perceptions of their own skill levels	Snap-Shot Survey	HiCE Project	Time to complete	Quantitative	Low-cost to administer	Self-report data is typically an over report
Reflective Practice	<ul style="list-style-type: none"> • Inform instruction • Professional growth • Link to student achievement 	<ul style="list-style-type: none"> • Harvard Project Zero • Education Trust • Maryland Technology Academy 		<ul style="list-style-type: none"> • Time • Cultural change for teacher and educational community 	Qualitative	<ul style="list-style-type: none"> • Lifelong learning process • Direct impact on practice & student achievement 	Time consuming
Performance Tasks	Assessing teachers' capacity to effectively teach with technology through decision-making process	Maryland Idaho		<ul style="list-style-type: none"> • Time • Resources for development of valid tasks or questions 	Quantitative	Demonstrates ability through completion of tasks/questions	

Observations	<ul style="list-style-type: none"> • Formative • Summative 	<ul style="list-style-type: none"> • Peter Dirr • ATEC 		Time	<ul style="list-style-type: none"> • Qualitative • Quantitative 		
Student Work	<ul style="list-style-type: none"> • Formative • Summative 	Student Scoring Guides, NCRTEC Evaluation Toolkit, EDC	<ul style="list-style-type: none"> • Six-Trait Scoring • Bay Area Writing • Harvard Project Zero (models or research) • Education Trust • NCRTEC Quality Review • Benchmarked against multiple state standards 	<ul style="list-style-type: none"> • Time (training and assessment) • Cultural change 	Qualitative aggregated with a standardized rubric, including these indicators: <ul style="list-style-type: none"> • Instructional practices • Learning uses • Student performance 	<ul style="list-style-type: none"> • Focus on content communication • Authentic feedback • Reflective practice • Informs continuous improvement of acquisition of inquiry • Communication skills for both teachers and students 	<ul style="list-style-type: none"> • Time intensive • Culture shift of reasons for technology use • System-wide decision
Professional Portfolio	<ul style="list-style-type: none"> • Diagnostic • Formative • Summative 	<ul style="list-style-type: none"> • ISTE • Idaho 		• Varies	• Qualitative	<ul style="list-style-type: none"> • Long-term professional development (NSDC standards) • Inquiry-based • Job-embedded 	<ul style="list-style-type: none"> • Time • Resources