

Evaluating Your Technology Implementation Program

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- To evaluate whether your technology program improves student results in the era of increased accountability

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- To evaluate whether your technology program improves results for ALL students in the era of IDEA.
- To evaluate whether your technology program improves teacher effectiveness, morale, and retention.
- To evaluate whether your technology program improves community participation and satisfaction with local education.

What happens when you don't evaluate your technology program?

- Inability to demonstrate that interventions are working
- Inability to identify interventions that are NOT working

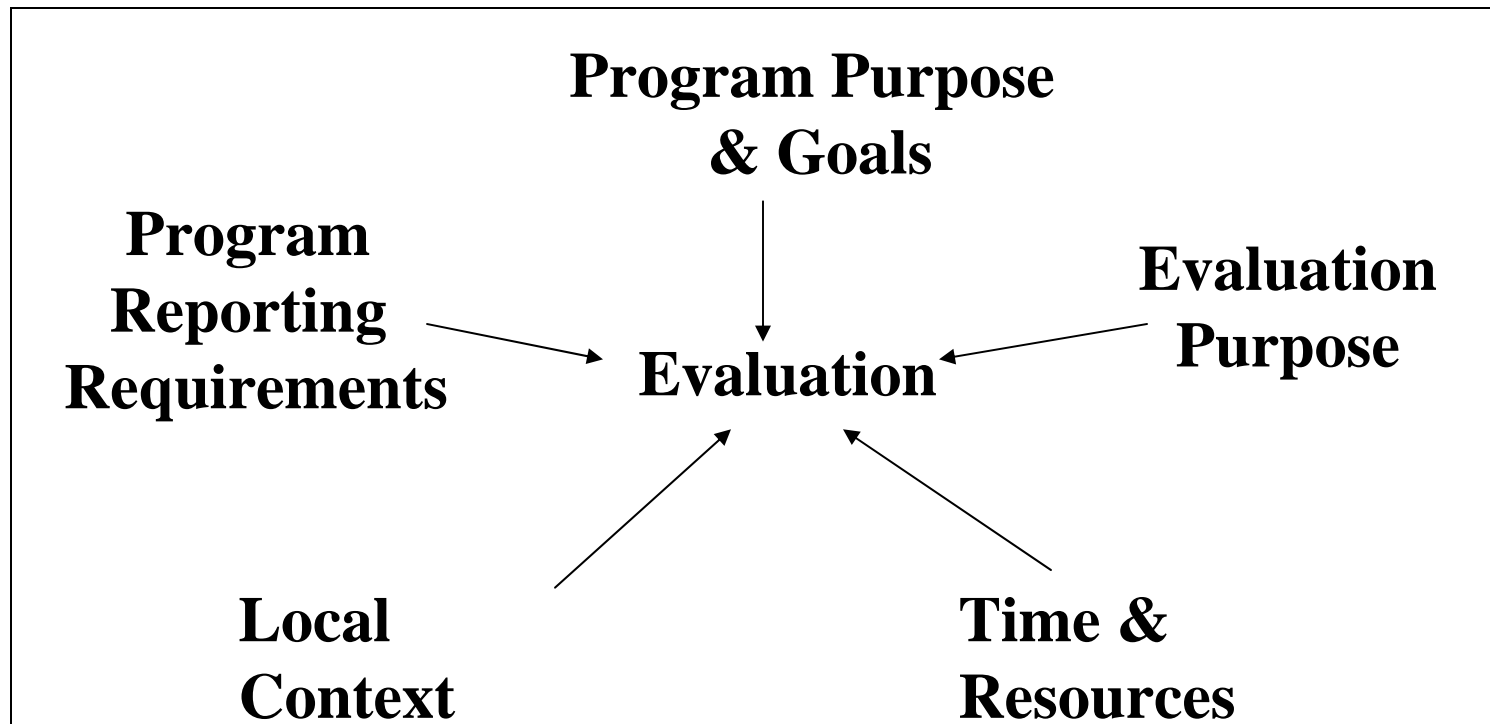
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- Inability to guide future technology decisions based on prior results
- Difficulty in obtaining sustained funding

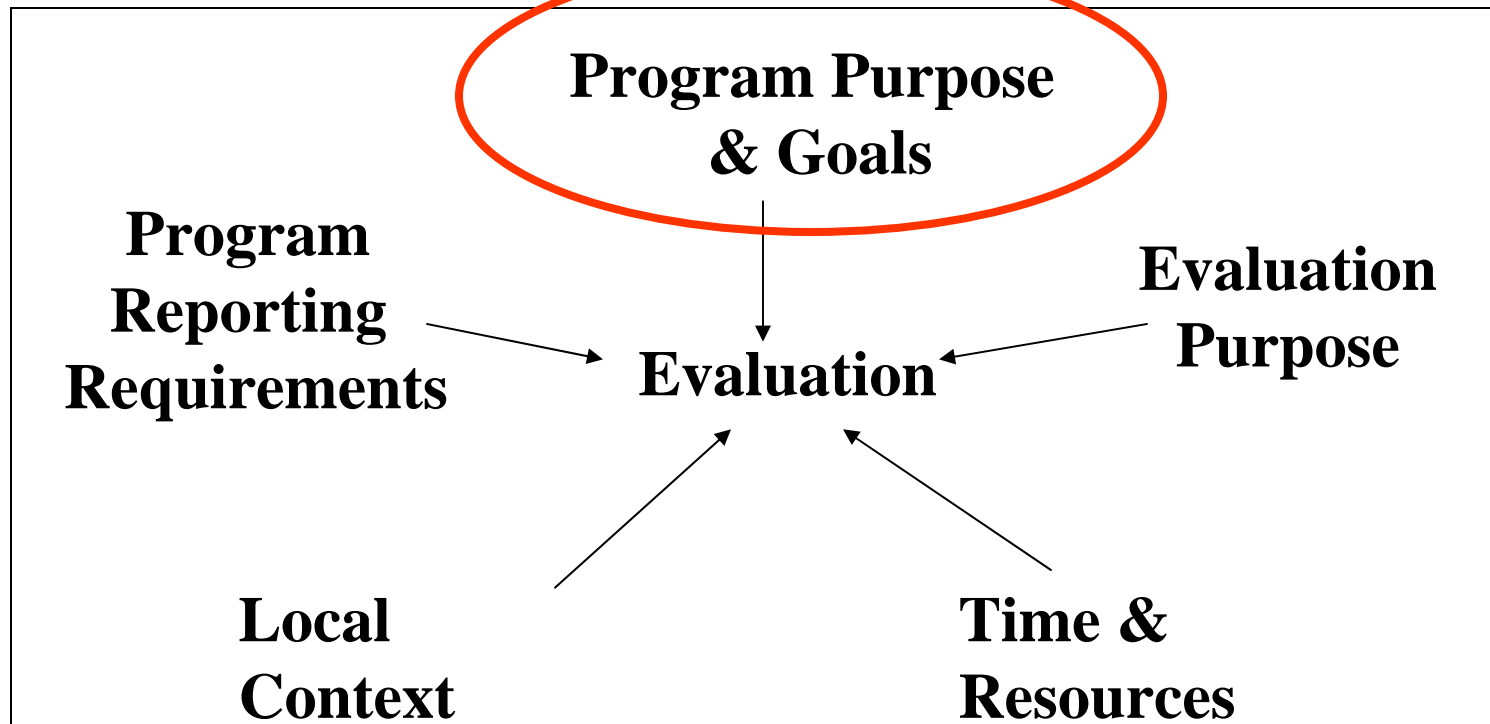
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- Inability to demonstrate that interventions are working
- Inability to identify interventions that are NOT working
- Inability to guide future technology decisions based on prior results
- Difficulty in obtaining sustained funding
- Problems with “scaling up” the intervention to other sites
- Difficulty in dissemination of best practices to other districts and states
- Inability to motivate community support for effective programs

- How do you begin to make an evaluation plan?



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- Choosing an example of a technology program purpose:

Improving results for all students through technology

Improving results for all students through
technology

What do we mean by technology?

Improving results for all students through
technology

What do we mean by “all” students?

Improving results for all students through technology

What do we mean by “improving results”?

What results would be measured?

When would results be measured?

How would results be measured?

What results would indicate improvement?

- **Worksheet**

Stakeholders (Audiences)	Particular Interests	Program /Intervention	Questions
Teachers of students with disabilities in general education setting	Improved math performance	Implemented student progress monitoring in math using <i>Yearly ProgressPro™</i>	Did the student progress monitoring help improve students' math performance?
Professional Development Coordinator	Effective professional development	CITEd Summer Training Institute	Did the CITEd Summer Training Institute help teachers integrate technology into their math instruction?

Intended Outcome	Measurable Indicators	Data Source
Students' math performance will significantly improve	<ul style="list-style-type: none"> •Math scores in standardized test •Letter or numerical grades on reports 	<ul style="list-style-type: none"> •State test scores in math •Scores in other standardized test such as ITBS •Grades in math
Teachers will learn how to develop math curriculum that integrate technology	<ul style="list-style-type: none"> •Lesson plans developed at or after the professional development activities •Responses to surveys from teachers who participated relevant professional development activities 	<ul style="list-style-type: none"> •Teacher survey •Review of teacher lesson plan •Classroom observation

Intermission

(Includes discussion topic on next slide).

Thought Question:

What difference does it make for an evaluation plan if you adopt one of the following two orientations?

- 1) Students are the problem that needs improvement
- 2) The curriculum is the problem that needs improvement

An alternate view of technology program evaluation:

Diagnosing the disabilities in your overall curriculum

Disabilities in WHO it can teach successfully

Disabilities in WHAT it can teach successfully

Disabilities in HOW it can teach

Disabilities in WHEN it is preparing students for

First steps toward a formative evaluation
plan:

The EdTech Locator at CITEd

❖ *EdTech Locator*



Action Center

EdTech Locator

Do you consider yourself to be among the “technology-savvy,” someone that others in your school turn to when they have a computer question? Or, like many of us, do you need greater support and resources to help with integrating technology into your classrooms and schools?

For both of you—and everyone in between—CITED created the *EdTech Locator*.

What is it?

The *EdTech Locator* and its related materials are designed to help you evaluate where you stand in the technology-integration continuum. The materials can help you identify key points along the way towards reaching a target level of technology integration, and map a course for further integration. Unique versions of the *Locator* were created specifically for **Teachers**, **Administrators**, **Technology Coordinators**, and **Professional Development Coordinators**. Each version is tailored to the specific responsibilities of that role.

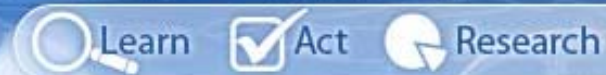


Where does it come from?

The *EdTech Locator* is based on the School Technology and Readiness chart (STaR chart), a rubric of technology benchmarks that was originally developed by the [CEO Forum on Education and Technology](#). CITED has adapted the STaR chart in order to place a heavier focus on the implementation of technology designed to improve teaching and learning for **all** students, including those with disabilities.

How can I use it?

New users are recommended to use the entire suite of materials in the sequence presented below. While the *Locator* is the core tool, CITED's self assessment,



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Download the [full EdTech Locator \(PDF\)](#)

CITEd EdTech Locator: Locating your school on a map of progress

Early Tech Implementation

Developing / Advanced Tech Implementation

Target Tech Implementation

CITEd EdTech Locator Locating the progress of various components

	Teachers and Related Service Providers	Administrators	Technology Coordinators	Professional Development Coordinators
Early Tech Implementation				
Developing / Advanced Tech Implementation				
Target Tech Implementation				

EdTech Locator: Setting a Team Vision

	Teachers and Related Service Providers	Administrators	Technology Coordinators	Professional Development Coordinators
Early Tech Implementation				
Developing / Advanced Tech Implementation				
Target Tech Implementation	<p>Technology is used to build self-efficacy in students, is integrated into curricular and assessment materials, and follows principles of universal design to differentiate instruction for all learners. Multiple forms of technology are used to manage IEP and administrative tasks. Technology is used as a communication tool between teachers and parents</p>			

Adapted from Massachusetts and Texas STaR Chart Initiatives

EdTech Locator: Setting a Team Vision

	Teachers and Related Service Providers	Administrators	Technology Coordinators	Professional Development Coordinators
Early Tech Implementation				
Developing / Advanced Tech Implementation				
Target Tech Implementation	Technology is used to build self-efficacy in students, is integrated into curricular and assessment materials, and follows principles of universal design to differentiate instruction for all learners. Multiple forms of technology are used to manage IEP and administrative tasks. Technology is used as a communication tool between teachers and parents	The technology plan focuses on integrating technology to support differentiating instruction, and the needs of students with disabilities are included in all curricular and technology decisions and purchases. The school/district requires and ensures that websites and software adhere to best practice accessibility guidelines.	Universal design and access issues are considered and implemented throughout the school/district. Purchase priorities support differentiating instruction. Direct Internet connectivity is available in all rooms in all schools, with easy access to wireless connectivity.	Training models the use of technology as a seamless and expected component of any instruction, with heavy focus on universal design and differentiating instruction strategies to ensure access to the general education curriculum for all students.

But monitoring progress toward the team goals will require evaluating progress for each of the team members:

❖ [EdTech Locator](#)

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Learn by Role 

TEACHERS

ADMINISTRATORS

TECH COORDINATORS

PROF. DEVELOPMENT
COORDINATORS

Questions?

Contact us at cited@air.org

See the narrated web tour @ www.cited.org