TEXAS TEACHERS' ACP RESPONSES TO TECHNOLOGY SURVEY

Q1. Please provide a link* that describes the activities offered by your program that are designed to prepare teachers to "integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning."

RESPONSE: Texas Teachers' pedagogical training includes coursework and projects that require the candidate to first learn to use technology to plan appropriate instruction to meet the varied needs of learners and then provide evidence of such learning when planning instruction. Candidates learn to utilize the standards and competencies from the International Society for Technology in Education when planning engaging learning activities for students.

Our course, TTL 407 *Digital Tools in Today's Classroom* includes content such as *Planning with Technology, Tools for Blended Learning, Opportunities for Digital Collaboration and Digital Creativity, Tools for Critical Thinking, and Personalizing Time and Space.* Each of these modules present ideas and opportunities for aspiring educators to learn to integrate student use of technology when planning and delivering instruction. Assessing student learning is included in the modules as teachers learn to integrate planning, delivery and assessment using technology tools for learning.
Content also covers the application of Professional Learning Networks which supports the professional educator's role in making connections and working collaboratively with other educators to improve and expand professional development. This course is assessed through both the comprehensive assessment and the comprehensive project described below in TNT 700.4 *Applied Teaching and Learning Project – Instructional Strategies.*

The course, TTL 409 *Using Data to Inform Instruction* teaches candidates different ways to assess student learning, including the use of technology tools for both formative and summative assessments. Candidates are provided a diverse group of learner assessments, and must plan interventions, small group and large group instruction based on that data. Candidates learn the value of student involvement in assessment, utilizing technology to support both teacher and student use of data. Candidates learn to use apps such as Formative, KaHoot! and Quizlet to create short, formative assessments that provide guidance during and after daily instruction and feedback to students. Additionally, our candidates learn that using all types of data to inform curricular decisions, such as unit planning, weekly planning and daily planning, is an expectation for all professional educators. This course is assessed through both the comprehensive assessment and the comprehensive project described below in TNT 700.5 *Applied Teaching and Learning Project –Assessing Learning.*

The course, TTL 301 *Teaching English Language Learners* teaches candidates how to analyze the results of the TELPAS to plan instruction. Candidates are provided multiple data sets of students at varying levels of English language proficiency. Candidates must then plan appropriate instructional activities and language supports based on the proficiency levels. Technology applications that support language supports are included in this course. This course is assessed through both the comprehensive assessment and the comprehensive project described below in TNT 700.5 *Applied Teaching and Learning Project –Assessing Learning.*

Our course, TTL 410 *Differentiating Instruction* examines the role of teacher and student use of technology when planning, delivering and assessing instruction that meets the individual needs of each learner. Candidates learn to use data, both from informal assessments and formal assessments using technology when determining student readiness and documenting student achievement for accelerated learning, mastery and interventions. Candidates learn to use technology to address methodologies for accessing content, optimize student choice, engaging learners and assessing learning in multiple ways. This course is assessed through both the comprehensive assessment and the comprehensive project described below in TNT 700.4 *Applied Teaching and Learning Project – Instructional Strategies.*

One of six projects, TNT 700.4 *Applied Teaching and Learning – Instructional Strategies* requires candidates to complete three lesson plans originating from the TEKS standards of their choice. Each lesson plan must include the student use of technology that is hands-on and not just watching a video. Students must be actively engaged in learning activities that include "Explicit evidence of integration of technology with pedagogy and content (TPACK) and alignment with ISTE standards. *Technology is efficiently used for learning in a manner that is inconceivable without the technology. *Supports student collaboration, creativity, critical thinking, problem solving, and digital citizenship. *Provides immediate feedback to students about learning. *Lesson includes meaningful components of blended learning with online assignments, instruction, opportunities for collaboration, or product creation. *Technology is used to address diverse student needs." (text taken from the project scoring rubric)

Q2. Please provide a link* that describes the activities offered by your program that are designed to prepare teachers to "use technology effectively to collect, manage, and analyze data to improve teaching and learning or the purpose of increasing student academic achievement."

RESPONSE: As described above, Texas Teachers employs several courses that address the use of technology to collect, manage, and analyze data to improve teaching and learning and increase student achievement.

TTL 407 *Digital Tools in Today's Classroom* includes a module on assessing student learning as teachers learn to integrate planning, delivery and assessment using technology tools for learning.

TTL 409 *Using Data to Inform Instruction* includes a requirement that candidates learn to track student data over time to analyze growth and achievement. Additionally, candidates learn to utilize data from past annual assessments to plan whole group, small group and individual interventions.

FIELD SUPERVISOR OBSERVATIONS: The observation form utilized by field supervisors is aligned to the Domains of the T-TESS and evaluate the intern's use of technology in the classroom. This provides opportunities for the field supervisor to collaborate with the practicing intern to increase the appropriate student use of technology, and to utilize appropriate professional tools that are present in the district to analyze student data.

Beginning in the Fall of 2019, practicing interns will be required to complete an internship portfolio in which the intern must do the following as a condition of successful completion of the internship:

TNT 700.7B *Using Data to Plan Instruction*
As educators, we know that each child learns differently and begins the development of new concepts at different points, based on prior learning. The intern's task is to identify each child's strengths and areas for growth using data analysis. The data may be summative, such as a comprehensive assessment or state assessment, or may be formative, such as an independent reading record or short quiz. Candidates must utilize technological tools when analyzing data and include student use of technology in the planned learning activities. Candidates submit the data and provide an analysis of the data as to student needs.

TNT 700.7C *Planning Instruction for Whole Groups and Small Groups*
Using the data analysis from TNT 700.7B, candidates must plan a lesson that will introduce a new concept or continue the development of a concept. The lesson plan must include both whole group and small group activities that are differentiated to meet the needs of all learners, based on the data analysis conducted. Candidates must include a narrative describing the data analyzed, the technology utilized in the analysis, the planning decisions made based on the data, the data used when planning small group interventions and activities, and why selected activities were included in the plan. Candidates must include accommodations and modifications for all learner types, including special education, English learners and Gifted and Talented learners. Candidates are encouraged to include student use of technology in this plan.

TNT 700.7D *Teaching the Lesson*
Using the plan developed in TNT 700.7C, candidates must teach the lesson, including the use of whole group and small group activities. The submission in this project is a reflective analysis of the intern's instruction. Interns must describe those activities that were successful and those activities that did not advance student learning of the topic. Analysis of the impact of instruction must be through an assessment given during or after the instruction and analyzed using the technology tools present in the district. Interns must include the efficacy of the supports and interventions undertaken. The reflective analysis must be descriptive and introspective, with recommendations for improvement when teaching the lesson in the future. Special attention must be paid to student engagement and increasing student achievement. The field supervisor and intern will collaborate on the efficacy of the lesson following a review of the reflective analysis, with the supervisor recommending specific changes where needed to improve instruction.

TNT 700.7E – Assessing Student Learning
For this project, the intern will conduct two analyses. The first analysis is the whole class assessment in which the intern analyzes whole group data using technology tools available in the district and provides a descriptive narrative of the analysis. The analysis must include how the class assessment impacts upcoming instruction and any specific adaptations or adjustments planned to increase student achievement.
The second analysis is a focus group analysis. This analysis requires the intern to select three students from which to submit work samples from the lesson. Included in the analysis must be an historical perspective of each child's achievement, utilizing technology tools to determine gaps in student learning.

Of these students, at least one student must be one of the focus students identified earlier as needing supports. For each work sample, the intern provides descriptive feedback provided to the student and indicate any additional supports or instruction planned for that student.