

## **Creating Competencies for Faculty in Teacher Preparation**

### **Who Address Technology Integration Curriculum for Preservice Teachers**

(Executive Summary)

#### Research Team:

Teresa S. Foulger, Associate Professor  
Mary Lou Fulton Teachers College, Arizona State University

Denise Schmidt-Crawford, Associate Professor  
School of Education, Iowa State University

Kevin J. Graziano, Professor  
School of Education, Nevada State College

David Slykhuis, Professor  
College of Education, James Madison University

Torrey Trust, Assistant Professor  
College of Education, University of Massachusetts Amherst

*Correspondence concerning this project should be addressed to [Teresa.Foulger@asu.edu](mailto:Teresa.Foulger@asu.edu)*

To view the most current updates on this research project, please visit <http://teacheredtechcompetencies.weebly.com>. The site includes a list of organizations and individuals who support the project.

## **Creating Competencies for Faculty in Teacher Preparation Who Address Technology Integration Curriculum for Preservice Teachers**

The 2016 version of the National Educational Technology Plan (NETP)<sup>1</sup> shifts from a focus on the digital divide (access to technology tools) of the prior plan of 2010, to a focus on closing the digital use gap by assuring technology is used to engage PK-12 students in “creative, productive, life-long learning” (NETP, p. 18). The plan identifies a related concern for colleges of education, that preservice teachers need to be better prepared to teach with technology “from day one” when they enter the profession. As noted in the plan:

Schools should be able to rely on teacher preparation programs to ensure that new teachers come to them prepared to use technology in meaningful ways. No new teacher exiting a preparation program should require remediation by his or her hiring school or district. (p. 32)

With this concern in mind, the NETP explicitly calls on all faculty involved in a preservice teacher’s preparation to address educational technology curriculum, stating, “This expertise does not come through the completion of one educational technology course separate from other methods courses but through the inclusion of experiences with educational technology in all courses modeled by the faculty in teacher preparation programs” (p. 33).

Prior to now, in the majority of teachers colleges, educational technology faculty have been responsible for addressing curriculum related to teaching with technology. It will take orchestrated planning and ongoing professional development for all teacher education faculty to support the development of a preservice teacher’s ability to teach with technology. As a result educational technology experts and leaders have taken on the charge of creating

---

<sup>1</sup> [1] U.S. Department of Education, Office of Educational Technology (2016). *Future ready learning: Reimagining the role of technology in education: 2016 national education technology plan*. Retrieved from <http://tech.ed.gov/files/2015/12/NETP16.pdf>.

competencies with regard to teaching *with* and *about* technology. The competencies will guide professional development and organizational development efforts. This effort is in alignment with the work of the United States Department of Education Office of Educational Technology (US DoE). It is also supported by the International Society for Technology in Education (ISTE), the Council for the Accreditation of Educator Preparation (CAEP), the Society for Information Technology and Teacher Education (SITE), and the National Technology Leadership Coalition (NTLC).

The effort is currently under way and involves the collaborative efforts of many. Crowdsourcing of literature related to the knowledge, skills, and attitudes of teacher educators has taken place. Teacher educators worldwide contributed over 93 scholarly articles, 43 of which were deemed relevant to competencies for teacher educators. The findings from the articles were synthesized to build an initial draft of 24 competencies. Currently a Delphi method is being used to refine the competencies. This involves a group of experts in teaching with technology who each provide their suggestions for revisions, which are then incorporated into a new draft of competencies. Participants were solicited through an application process. Eighteen were selected and 17 have signed IRB agreement and are now a part of the Delphi team. Team members intentionally include teacher preparation faculty with various content expertise and leadership functions from organizations that would potentially make use of the competencies or promote their use. Delphi participants will engage in iterative feedback cycles. The research team anticipates 5 feedback loops will assure close agreement of the final list.

Advisory groups are helping to guide the process and the U.S. Department of Education, Office of Technology is supporting this work. The resulting competencies will be readily available at <http://teacheredtechcompetencies.weebly.com/>.