

# Archived Information

## Preparing Tomorrow's Teachers to Use Technology - 2002

CFDA Number: [84.342](#) - Preparing Tomorrow's Teachers to Use Technology

**Goal 8: To improve the knowledge and ability of future teachers to use technology in teaching practices and student learning opportunities, and to improve the quality of teacher preparation programs.**

**Objective 8.1 of 2: Strengthen teacher preparation programs so that they provide high-quality training in the use of technology for instructional purposes.**

**Indicator 8.1.1 of 2: Curriculum redesign: The percentage of funded teacher preparation programs that redesign their curriculum to incorporate best practices in the use of technology in teacher education will increase.**

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percentage of programs</i>				<p><b>Status: Target not met</b></p> <p><b>Progress:</b> The percentage of projects that redesigned curriculum <i>during this reporting period</i> has decreased.</p> <p><b>Explanation:</b> Curriculum design is a priority for many Implementation projects, and some had completed redesign before this reporting period. The cumulative percent of Implementation projects that have redesigned curriculum as a grant activity since the beginning of the program is ninety-one percent (91%). Curriculum redesign is not the purpose of all Catalyst projects, many of which are not located at an institution of higher education.</p>	<p><b>Additional Source Information:</b> Project Performance Reports.</p> <p><b>Frequency:</b> Annually.</p> <p><b>Collection Period:</b> 2003</p> <p><b>Data Available:</b> December 2004</p> <p><b>Validated By:</b> No Formal Verification.</p> <p><b>Limitations:</b> Performance report data will be self-reported from program grantees. ED does not collect national level baseline data for this indicator. Capacity-building grants were one-year grants given in 1999 so there are data only for 2000.</p>	
Year	Actual Performance		Performance Targets			
	Capacity Building Projects	Implementation Catalyst Projects	Capacity Building Projects			Implementation Catalyst Projects
<b>2000</b>	78	82				
<b>2001</b>	87	66	89			68
<b>2002</b>	84	68	89	68		

**Indicator 8.1.2 of 2: Technology-proficient faculty: The percentage of faculty members in funded teacher preparation programs that effectively use technology in their teaching will increase.**

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percentage of faculty members in funding teacher preparation programs that effectively use technology in their teaching will increase.</i>				<p><b>Status: Target not met</b></p> <p><b>Progress:</b> Positive movement toward target. The percentage of technology proficient faculty is increasing.</p> <p><b>Explanation:</b> Implementation projects are using various methods</p>	<p><b>Source:</b> Performance Report <b>Contractor Performance Report</b></p> <p><b>Additional Source Information:</b> Project</p>	
Year	Actual Performance		Performance Targets			
	Capacity Building Projects	Implementation Catalyst Projects	Capacity Building Projects			Implementation Catalyst Projects
<b>2000</b>	56	53				
<b>2001</b>	61		63			

2002	62	63	<p>to assess technology proficiency. Fifty-seven percent (57%) of faculty were rated to be proficient using self-assessment, fifteen percent (15%) using observation, and thirty-three percent (33%) using other methods such as exams and portfolios.</p>	<p>Performance Reports</p> <p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> December 2003  <b>Validated By:</b> No Formal Verification.</p> <p><b>Limitations:</b> Performance report data will be self-reported from program grantees. ED does not collect national level baseline data for this indicator. Capacity building grants were one-year grants given in 1999 so there are data only for 2000.</p>
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**Objective 8.2 of 2: Increase the technology skills and proficiency of new teachers for improved classroom instruction.**

**Indicator 8.2.1 of 1: Technology-proficient new teachers: The percentage of new teachers who are proficient in using technology and integrating technology into instructional practices will increase.**

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percentage of students assessed at catalyst projects that demonstrated proficiency in using technology.</i>				<b>Status: Target not met</b>	<b>Additional Source Information:</b>	
<b>Year</b>	<b>Actual Performance</b>		<b>Performance Targets</b>		<b>Progress:</b> The percentage of graduating students who are rated as technology proficient <i>out of all those assessed</i> has decreased.	Project Performance Reports.
	Capacity Building Projects	Implementation Catalyst Projects	Capacity Building Projects	Implementation Catalyst Projects	<b>Explanation:</b> Fifty-nine percent (59%) of Implementation projects required preservice teachers to demonstrate technology as a grant activity during the reporting period and an additional thirty-one percent (31%) required proficiency but not as a grant activity. Implementation grantees are assessing a growing number of graduating students for technology proficiency. Many Catalyst projects are not located at institutions of higher education and therefore do not assess the technology proficiency of preservice	<b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 <b>Data Available:</b> December 2003 <b>Validated By:</b> No Formal Verification. Evaluation data collection will be verified by on-site monitoring and review as well as survey and analysis performed by an experienced data collection agency with internal review procedures.
2000	42	32				
2001		34	38	36		
2002		29	19	36		
						<b>Limitations:</b> Performance report data will be self-

	teachers.	reported from program grantees.
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