

## **Performance Impact Analysis to Update Data Collection Tools for Instructional Technology**

### **I. Proposed Action.**

The Instructional Technology Department needs to update the data collection tools to provide more relevant, meaningful data to align to the educational technologies found in most classrooms in Tucson Unified School District. TUSD has been able to keep up with the technology needs of our classrooms but some tools we use to measure instructional technology proficiency are becoming outdated and thus less useful.

Currently, the department uses the Technology Integration Observation Tool (TIOT) and the Teacher Technology Survey.

To better guide the direction of Instructional Technology, IT will replace the current TIOT with two new assessment tools and one improved survey.

1. The Teacher Technology Liaison Survey, administered twice
2. The Title 1 Walk Through Observation tool, administered once

The Teacher Technology Survey will continue to be used, but it will be updated to align better with current technology being used in the classrooms.

### **II. Issues.**

The current data collection tools are no longer measuring the types of technology being used in most classrooms and no longer provide meaningful data that can be used to develop relevant professional development or to inform the work of Teacher Technology Liaisons who can address issues immediately at schools. One of the data collection tools, the Technology Integration Observation Tool (TIOT) was created prior to the Covid pandemic. The TIOT measures how often teachers log into common educational technology platforms like Synergy and School City, both of which are required to be used by teachers. During the pandemic, online learning was the key mode for instruction and at that time the TIOT provided adequate results for online remote instruction, but it no longer provides the type of data that can be used in today's in-person classroom environment, and it no longer provides meaningful data to guide professional learning.

A second collection tool used for instruction technology is *The Teacher Technology Survey*, administered in the Spring Semester is comprised of questions referencing many educational platforms that are no longer utilized in most district classrooms. This survey has few references to the new educational technologies that were installed in most classrooms during the 2022-2023 school year or used by students (laptops and iPads accessible to every student in TUSD).

The survey was adequate with remote learning, but data is now needed that better reflects in person learning. The current survey uses a series of questions presented in a test-type format which does not provide a thorough enough picture of how often or in what scenarios a teacher uses any of the district's platforms or tools. The Instructional Technology Department also feels that moving the administration of this survey from the Spring Semester to a mid-year date would be a more beneficial so that the results can be utilized to inform the development of trainings offered in the spring and summer.

### **III. Objectives.**

- Create a meaningful and relevant assessment that measures effective instructional technology use in the classroom.
- Collect and analyze data that informs, supports, and enhances professional development designed to improve teachers' skills in their effective classroom use of educational technology.
- Utilize three data collection tools which will provide realistic, measurable, and meaningful information that can help to ensure that teachers have the skills and knowledge to be able to effectively use educational technologies in their classrooms.
  - Develop a meaningful “Teacher Technology Use” survey which measures comfort and skill levels in using the district’s educational technologies and platforms, as well how the various technologies are being utilized.
  - Conduct a survey at the end of Semester One and Two of the Teacher Technology Liaisons, as they truly understand the staff and needs at their schools. This data could also be used to inform the development of training for staff and to assist the department in providing targeted resources and support. Being able to collect accurate data based on the educational technologies in the classrooms at times which can directly inform the training and support will allow the department to better serve the needs of the school, staff and teachers.
  - Utilize the data collected from the observations collected by district staff, the Title One Walk Through Tool, which specifically looks at the use of technology in the classroom used to facilitate and enhance learning.

### **IV. USP Program Background.**

As part of the Unitary Status Plan, the Instructional Technology Department is required to fulfil the requirements as laid out in the Professional Learning Plan for Use of Instructional Technology in the Classroom (EDF 2330-1 10/10/19). This plan references the use of two assessments that assess a teacher’s instructional technology proficiency in the classroom: the Teacher Technology Survey and the Technology Integration Observation Tool (TIOT). Assessment results inform the following year’s professional learning needs and any necessary amendments to the plan.

### **V. Impact Analysis: Impact on Protected Classes (AA, LatinX, including EL students).**

#### **A. Impact on Effectiveness of USP Program or Activity**

Gathering more meaningful and relevant data will enhance the effectiveness of the training, resources, and support provided to teachers and schools. There will be no cost to implement these changes and no staffing changes will be necessary.

1. Impact for the replacement tools: Though the TIOT will no longer be used, the two new tools, the Teacher Technology Liaison Surveys and Title 1 Walk Through Observation tool, will provide more useful and more comprehensive data and as a result there will be no negative impact.
2. Impact for the Teacher Technology Survey. Though the Survey will be similar, it too will provide more useful and more comprehensive data and as a result there will be no negative impact.

#### **B. Impact on Other District Programs or Obligations under the USP**

The introduction of these new tools focused on collecting useful data is anticipated to have a comparable impact on other district programs or obligations under the USP. As these tools aim to gather valuable information, their implementation is likely to influence existing programs and obligations in a manner consistent with the broader objective of enhancing data collection and analysis within the district.

1. Compliance: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.
2. Student Assignment: There will be no anticipated impact on the effectiveness of this USP program or activity in this other area.
3. Transportation: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.
4. Admin/Certified Staff:

The data collected from the updated Teacher Technology Use Survey will be able to provide administration with accurate data that can identify the frequency of use by teachers with online platforms and educational technology devices, ensuring that instructional methods and support systems provided by the Teacher Technology Liaisons and trainings provided by school Admin staff are aligned with actual needs.

The data collected from the Title One Walk Through Tool and the Teacher Technology Liaison Surveys will be able to provide administration with accurate data that can identify the specific needs of teachers, ensuring that instructional methods and support systems provided by Admin and Certified Staff are aligned with actual needs.

5. Quality of Education:

The quality of education can be enhanced and positively affected when meaningful and relevant data is collected which informs the development and delivery of professional development opportunities. The data collected from the Teacher Technology Surveys, the Title One Walk Through Tool and the updated Teacher Technology Use Survey will provide this type of data from different perspectives, thus providing a comprehensive picture of training needs and gaps. The content of professional development provided

by the Instructional Technology department and Teacher Technology Liaisons for teachers based on this data will ensure that the gaps in ability of teachers to effectively use classroom educational technologies can be filled because they are understood with quantitative data.

6. Discipline: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.

7. Family and Community Engagement: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.

8. Extracurricular activities: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.

9. Facilities and Technology:

Expanding from administering 2 data collection tools, both of which measured many educational technologies that are no longer used and failed to measure new educational technologies found in all classrooms, is not providing the type of data that can lead to improvements in the professional development opportunities and support offered to teachers. The Teacher Technology Liaison Surveys, the Teacher Technology Usage Survey and the Title One Walk Through Tool will allow for Technology Services to precisely measure what types of educational technology in today's classroom is being used and how often which can be useful data when considering future purchases. The data can also be used by the Instructional Technology department and the Teacher Technology Liaisons to understand and meet the training needs for staff.

10. Accountability and Transparency: There will be no anticipated impact to the effectiveness of this USP program or activity in this other area.

### **C. Data Sources**

Technology is constantly evolving, purchases of new technology devices has occurred, and the use of online platforms has changed. Continuing to use surveys that were applicable and useful several years ago and were created during Covid when teaching was occurring online, no longer collects data that reflects what is in the classroom and what is being used. The data that Instructional Technology uses are referenced in Part One have not been as useful since the upgrade of technology. To stay relevant, we want to improve the data sources that Instructional Technology uses to inform the effective use of educational technology.

### **D. Assumptions**

It was assumed that administering a survey to teachers, please see [Exhibit A](#), which was in fact a series of questions, designed to test teachers' knowledge about different educational platforms and software, was providing meaningful data about the use and skill set of the teachers. This data, it was assumed, could provide the department and the Teacher Technology Liaisons with information that could shape professional development and levels of support. However, this

survey tested teachers about technologies and platforms that were no longer relevant or even available for teachers to use, therefore, it did not provide meaningful data. To stay current with today's technology, a tool to measure what is commonly found and used in the typical classroom is needed. The new classroom environment includes new Interactive Whiteboards in each classroom and the fact that each student now has access to their own district provided device including laptops and iPads. A newly designed survey, administered earlier in the school year, covering educational platforms and devices found in most classrooms, which asks teachers to rate their skill and comfort level with educational technologies will provide meaningful data which truly can inform professional development.

#### **E. Research Based Sources**

The Instructional Technology Department has always relied on the student, educator, education leaders and coaches standards from ISTE. The International Society for Technology in Education (ISTE) which is a nonprofit organization that helps educators use technology to revolutionize learning. The ISTE standards provide the competencies for learning teaching and leading with technology and are a comprehensive tool for the effective use of technology in the classroom. According to the [ISTE Coaches standards under 4.3](#), to improve instructional practice and learning outcomes, it is important to identify relevant learning content with educators, evaluate effectiveness of tools for learning and personalize support for educators. The proposed changes align with these standards.

#### **VI. Conclusion**

The Instructional Technology Department recognizes that technology is constantly changing and evolving. Through updating the data collection tools, we recognize that obtaining accurate, meaningful and relevant data will help the department best meet its goals. More reliable and relevant data will serve several crucial purposes.

1. By collecting precise data, the department can tailor professional development to address the specific needs and trends in instructional technology, ensuring that educators receive the most relevant training.
2. Data can be instrumental in providing Teacher Technology Liaisons with the necessary resources and insights to support their role effectively.
3. Accurate data on educational technology use in the district can be shared with stakeholders and leadership, offering transparency, and enabling data-driven decision making to improve the overall state of technology integration in education in TUSD.
4. Teachers will be provided with the training and support needed to help them be more effective with the use of educational technology in the classroom, thus improving their overall scores on the Danielson framework, Domain 3.

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Prepared by : Tracey Rowley

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