**CAEP Accountability Measure 3**

**Candidate Competency at Program Completion**

**Assessment Method:**

Technology Proficiency Self-Assessment for 21st Century Learning (TPSA C21) (**R3.3)**

The EPP curriculum is aligned with ISTE and Texas Technology Standards. As a result, courses include assignments requiring the use of technology which are used to assess candidate competency. Although edTPA and the Texas Teacher Evaluation and Support System observation tool do not measure technology competencies per se, the expectation is that the technology tools learned in the EPP coursework are used to plan instruction, engage students, and assess student learning. In 2020-21 implementation of the Technology Proficiency Self-Assessment for 21st Century Learning (TPSA C21) began. The TPSA C21 measures educator self-efficacy regarding skills for integrating technology into classroom teaching and learning. The C21 version of the TPSA includes mobile technology and has been shown to remain a reliable and valid instrument to support preservice educators for planning professional development related to technology integration (Christensen & Knezek, 2017). The instrument includes six subscales: Teaching with Emerging Technologies, Teach with Technology, Integrated Applications, Emerging Tools, WWW, and Email. The follow scale is used for all items: 1 Strongly Disagree, 2 Disagree, 3 Undecided, 4 Agree, 5 Strongly Agree.

**Citation:** Rhonda Christensen & Gerald Knezek (2017) Validating the Technology Proficiency Self-Assessment Questionnaire for 21st Century Learning (TPSA C-21), Journal of Digital Learning in Teacher Education, 33:1, 20-31, DOI: 10.1080/21532974.2016.1242391)

**Analysis and Interpretation of Results:**

The instrument includes six subscales: Emerging Technology Skills, Teaching with Emerging Technologies, Teaching with Technology, Integrated Applications, WWW, and Email.

**Fall 2020 and Spring 2021 Cycles of Data on Clinical Teachers at Program Completion**

These are the first two cycles of data collected using this instrument. The EPP considers this instrument in a pilot phase. Results for all initial certifications in 2020-21 reveal mean scores from Fall 2020 were 3.46-4.12 and Spring 2021 were 3.50-4.11. Interestingly in both cycles of data overall Emerging Technology Skills was the highest mean and Teaching with Technology was the lowest mean. Review of results disaggregated by gender and ethnicity with groups that included at least 10 clinical teachers reveal the highest mean score is also for Emerging Technology Skills but the lowest mean score was Integrated Applications for the Fall 2020 cycle while Teaching with Technology was the lowest for the Spring cycle. Disaggregation of data by certification pathway and gender and ethnicity revealed similar patterns with no mean score below 3.00 for groups with at least 10 clinical teachers. One of the skills within the Teaching with Technology scale that was the lowest most often was clinical teachers’ response to “As I leave the EPP I feel I can write a plan with a budget to buy technology for my classroom.” One other area that was often low across programs, gender, and ethnicity was “As I leave the EPP I feel I can create my own a webpage.” The EPP will continue to collect and monitor patterns in these data as well as determine the usefulness of this instrument in making data informed decisions to support continuous improvement.