Dear Colleagues,

Thank you for participating in the Danielson Pathwise validation study at last Friday’s retreat. Our College of Education and Health Sciences would also like to validate the Technology Related Competencies based on the Danielson Domains, using the same technique from the retreat.

As a refresher, we used Lawshe’s Content Validation tool. In order to validate the instrument using Lawshe, we will need your input. To proceed, please read the technology related competencies for each Danielson Domain. Based on your belief do you think the competencies being measured are essential knowledge or skill for teacher candidates. Or do you think the competencies are useful knowledge or skill, but not essential. Or based on your belief do you think the competencies are not necessary.

Please complete this by Monday, February 11th.

Sincerely,

Anne Mungai, Ph.D.
Interim Dean
## Validation of Technology Related Competencies based on the Danielson Domains

Directions: Please click one of the three choices for each of the competencies.

### Domain 1: Planning and Preparation

**1.** The teacher uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.

- [ ] Essential
- [ ] Useful but not essential
- [ ] Not Necessary

**2.** The teacher is aware of the characteristics of “net generation” learners and their relationship with technology and uses this information to design engaging activities.

- [ ] Essential
- [ ] Useful but not essential
- [ ] Not Necessary

**3.** The teacher determines the technology skill level of students, knows the expected competencies for productivity and research, and finds means of remediation of individual students when needed.

- [ ] Essential
- [ ] Useful but not essential
- [ ] Not Necessary

**4.** The teacher uses adaptive and adoptive technologies with students with special needs.

- [ ] Essential
- [ ] Useful but not essential
- [ ] Not Necessary

**5.** The teacher establishes appropriate goals for technology applications for students.

- [ ] Essential
- [ ] Useful but not essential
- [ ] Not Necessary
6. The teacher knows, accesses, and uses digital resources provided by the state and district, including productivity tools, online teaching and reference materials, and textbook supplemental materials.

- Essential
- Useful but not essential
- Not Necessary

7. The teacher designs learning activities that use the technology resources available.

- Essential
- Useful but not essential
- Not Necessary

8. The teacher uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.

- Essential
- Useful but not essential
- Not Necessary

9. Assessment criteria of student work include qualitative indicators of effective technology production.

- Essential
- Useful but not essential
- Not Necessary
Domain 2: The Classroom Environment

* 1. The teacher interactions online follow the same guidelines as face-to-face interactions.
   - Essential
   - Useful but not essential
   - Not Necessary

* 2. The teacher demonstrates an enthusiasm for educational technology and its uses.
   - Essential
   - Useful but not essential
   - Not Necessary

* 3. The teacher uses technology to provide a wider audience for student work. Appropriate safety and privacy efforts are made.
   - Essential
   - Useful but not essential
   - Not Necessary

* 4. The teacher helps students use technology in the revision process of their creative efforts.
   - Essential
   - Useful but not essential
   - Not Necessary

* 5. The teacher uses technology to facilitate peer editing of student work.
   - Essential
   - Useful but not essential
   - Not Necessary
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<td><strong>6.</strong> The teacher has rules and expectations for productive technology use in the classroom, including the use of personally owned technology devices.</td>
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<td><strong>7.</strong> The teacher uses the student information system efficiently, resulting in minimum use of class time for management tasks.</td>
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<td><strong>8.</strong> The teacher monitors student technology use and responds to misbehavior if it occurs.</td>
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<td><strong>9.</strong> The teacher arranges the technology in the classroom for ease of monitoring and flexible use.</td>
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Domain 3: Instruction

* 1. The teacher gives students alternate means of discussion and asking questions using technologies to bring out the ideas of all students.
   - Essential
   - Useful but not essential
   - Not Necessary

* 2. The teacher allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites.
   - Essential
   - Useful but not essential
   - Not Necessary

* 3. The teacher expects and reinforces appropriate student interaction when using online tools.
   - Essential
   - Useful but not essential
   - Not Necessary

* 4. The teacher uses technology to create and project visual and auditory data that help explain content and concepts.
   - Essential
   - Useful but not essential
   - Not Necessary

* 5. The teacher uses technologies such as interactive whiteboards, student response systems, and computer games to engage students.
   - Essential
   - Useful but not essential
   - Not Necessary
* 6. The teacher encourages students to use online resources to answer questions and explore concepts during class and teaches search and information evaluation strategies.

- Essential
- Useful but not essential
- Not Necessary

* 7. The teacher uses technology in ways that make students productive and meet the instructional goals of the lesson.

- Essential
- Useful but not essential
- Not Necessary
**Validation of Technology Related Competencies based on the Danielson Domains**

**Domain 4: Professional Responsibilities**

1. The teacher uses online grading and reporting system to maintain information on student completion rates and shares this information through student and parent portals in real time.
   - Essential
   - Useful, but not essential
   - Not Necessary

2. The teacher uses online grading system portal to inform students and parents of upcoming assignments, projects, and assessments.
   - Essential
   - Useful, but not essential
   - Not Necessary

3. The teacher uses the district website to provide a wide range of up-to-date information to students and parents.
   - Essential
   - Useful, but not essential
   - Not Necessary

4. The teacher uses online communication tools such as e-mail, blogging, and social networking to keep students and parents informed on a regular basis.
   - Essential
   - Useful, but not essential
   - Not Necessary

5. The teacher uses collaborative online tools to communicate and work with colleagues.
   - Essential
   - Useful, but not essential
   - Not Necessary
6. The teacher volunteers to share effective uses of technology at staff meetings and inservice trainings, through professional writings and presentations, and through demonstrations to parent-teacher and community organizations.

☐ Essential
☐ Useful, but not essential
☐ Not Necessary

7. The teacher participates in both organized and personal learning opportunities online.

☐ Essential
☐ Useful, but not essential
☐ Not Necessary

8. The teacher honors and learns from students who have technology competencies and knowledge.

☐ Essential
☐ Useful, but not essential
☐ Not Necessary

9. The teacher keeps an open but critical mind about technology uses.

☐ Essential
☐ Useful, but not essential
☐ Not Necessary
Thank you for your response. It has been recorded.