Section IV: Evidence for Meeting Standards

Assessment 7: Content-Based Assessment/Exit Interview

Description and Use of Assessment:

At the end of the program completion, candidates are requested to participate in an interview with the Technology Education program coordinator. This interview is used to determine how candidates felt about their preparation for teaching technology and how they would rate their abilities to function as technology teachers. The interview is aligned with the Standards for Technological Literacy, ITEEA/CTTE standards, RIPTS. The interview consists of 30 questions related to content knowledge and professional development while in the program. A comment section is also included.

Candidates are given the interview questions in advance, so that they will have time to develop discussion points for each item. The interview itself is informal, prefaced by the notion that we seek to take any advice that is offered to improve the program. It usually takes about 45 minutes to 1 hour to complete. I act as a recorder for the session. The candidates' discussions are very straightforward, and especially honest. In the past, candidate comments have helped us improve the practicum and methods visitations, and helped us to include topics for the content classes.

2. Description of How the Assessment Aligns with ITEEA/CTTE Standards

The instrument summarizes the skills and dispositions display that are related to RIC's Framework, ITEA Standards for Technological Literacy, and RIPTS. The interview questions follow in this document.

3. Analysis of Data

Question	2007 - 2008		2008 - 2009		2009 - 2010		AVG.
	Candidate 1	Candidate 2	Candidate 1	Candidate 2	Candidate 1	Candidate 2	
Q1	3	3	3	3	3	3	3
Q2	4	3	4	4	4	3	3.66
Q3	4	4	4	4	4	4	4
Q4	4	3	3	3	3	3	3.16
Q5	4	4	4	4	4	4	4
Q6	3	3	3	3	3	3	3
Q7	3	3	2	2	2	2	2.33
Q8	3	2	2	2	3	3	2.5
Q9	4	4	3	3	3	4	3.5
Q10	3	3	3	3	3	3	3
Q11	3	3	3	3	3	3	3

Q12	4	4	3	3	4	4	3.66
Q13	1	1	1	1	1	1	1
Q14	2	2	1	1	1	1	1.33
Q15	4	4	4	4	4	4	4
Q16	4	4	3	4	3	4	3.66
Q17	4	4	4	4	4	4	4
Q18	4	4	4	4	4	4	4
Q19	4	4	3	3	4	4	3.66
Q20	2	2	2	2	1	2	1.8
Q21	4	4	4	4	4	4	4
Q22	3	3	3	3	4	4	3.33
Q23	4	4	4	4	4	4	4
Q24	4	4	4	4	4	4	4
Q25	4	4	4	4	4	4	4
Q26	4	4	4	4	4	4	4
Q27	4	4	4	4	4	4	4
Q28	4	4	4	4	4	4	4
Q29	4	3	3	4	4	3	3.5
Q30	4	3	4	4	4	3	3.66

4. Interpretation of Data as Evidence of Standards Met

The Exit Interview reveals that candidates generally rate the program as good to excellent. A number of strengths have been identified related to our content delivery. Candidates felt that they had excellent preparation to teach about: Q 3: the core concepts of technology; Q5: technology' societal, economic, and environmental impacts; Q15: the selection and use of Energy and Power systems; Q17: the selection and use of Transportation systems; Q18: the selection and use of Manufacturing systems. Each candidate who was interviewed rated all these elements as 4, Excellent. In the professional sequence, candidates rated their experiences with each of the following as Excellent: Q21: preparation to use STL and RIPTS to develop and evaluate curriculum; Q23: prepared to develop appropriate content for technology lessons; Q24: prepared to design and deliver technology content using a number of different teaching strategies; Q25: prepared to design lessons and units of study which were sensitive to cultural diversity; Q26: prepared to design learning experiences for candidate of differing abilities and ages; Q27: prepared to plan for and evaluate candidate learning.

Two areas in Content areas in need of work are those related to agricultural/biotechnology and medical technologies. These two areas are probably given less attention than other areas of the

clusters. During the Energy and Control Systems class, we often look at aquaculture and by-products that can be used for alternative fuels. In manufacturing we discuss the use of prosthetics and assistive technologies, but not at the depth that candidates feel they are comfortable. However, when prompted candidates have indicated that they have the skills to locate and use resources in these areas to teach fundamental concepts.

Areas in need of improvement are in CAD and use of machine tools. In the comment section, candidates recently noted, while attempts have been made to upgrade the lab in the past with several RI state grants and two NSF grants (one is in review and the other was not funded), we should be doing more to get cutting edge technology and upgrades to the facility. Candidates mentioned that they would like to see more variety in CAD programs; animation and SolidWorks. Currently we are using AutoCAD. This follows the same theme as in earlier interviews, as well as with students who are presently entering the program. We are working closely with RIC's User and Network Services and the Management program (which holds the license for AutoCAD) at the school to rectify what we see as a weakness in our program.

One thing the data shows is that our commitment to getting candidates out early and often into public school teaching observations has paid off immeasurably. Our candidates have some of the longest field site experiences at RIC. They are able to see teachers ply their craft in diverse school settings. I believe that the ratings they assigned to issues of diversity, age appropriateness of lessons, planning lessons for diversity, are a result of these experiences and their work in FNED 346, TECH 406, and SPED 433. They have seen the reality of what is required to teach in the urban, suburban, and urban ring sites we offer them for placements.

This assessment demonstrates that candidates have met the standard by establishing ratings for their own knowledge and preparation for teaching, and for the evaluating the impact of the total program on their development.

Exit Interview

At the end of your student teaching experience you will meet with the program coordinator to review your experience in the program. During this short interview, please describe how well the Technology Education program prepared you to plan, act, and reflect like a teacher. We are particularly interested in continuing to improve our program, so please be honest with your responses.

Please rate the following on a scale of: Poor = 1 – Excellent = 4

1. How well were you prepared to teach about technological literacy?

Poor	Average	Good	Excellent
1	2	3	4

2. How well were you prepared to teach the characteristics and scope of technology?

Poor	Average	Good	Excellent
1	2	3	4

3. How well were you prepared to teach to the core concepts of technology?

Poor	Average	Good	Excellent
1	2	3	4

4. How well were you prepared to teach about technology and its interdisciplinary nature?

Poor	Average	Good	Excellent
1	2	3	4

5. How well were you prepared to teach about technology's societal, economic, and environmental impacts?

Poor	Average	Good	Excellent
1	2	3	4

6. How well were you prepared to teach about technology's influence on history?

Poor	Average	Good	Excellent
1	2	3	4

7. How well were you prepared to teach about/using design?

Poor	Average	Good	Excellent
1	2	3	4

8. How well were you prepared to teach about/using engineering design?

Poor	Average	Good	Excellent
1	2	3	4

9. How well were you prepared to teach about/using research, troubleshooting, and innovation and invention strategies?

Poor	Average	Good	Excellent
1	2	3	4

10. How well were you prepared to teach about applying the design process?

Poor	Average	Good	Excellent
1	2	3	4

11. How well were you prepared to teach about the abilities required to use and maintain a technological product or system?

Poor	Average	Good	Excellent
1	2	3	4

12. How well were you prepared to teach to about assessing the impacts of products and systems?

Poor	Average	Good	Excellent
1	2	3	4

13. How well were you prepared to teach about the selection and use of medical technologies?

Poor	Average	Good	Excellent
1	2	3	4

14. How well were you prepared to teach about the selection and use of Agricultural and related Biotechnologies?

Poor	Average	Good	Excellent
1	2	3	4

15. How well were you prepared to teach about the selection and use of Energy and Power technologies?

Poor	Average	Good	Excellent
1	2	3	4

16. How well were you prepared to teach about the selection and use of Information and Communication technologies?

Poor	Average	Good	Excellent
1	2	3	4

17. How well were you prepared to teach about the selection and use of Transportation technologies?

Poor	Average	Good	Excellent
1	2	3	4

18. How well were you prepared to teach about the selection and use of Manufacturing technologies?

Poor	Average	Good	Excellent
1	2	3	4

19. How well were you prepared to teach about the selection and use of Construction technologies?

Poor	Average	Good	Excellent
1	2	3	4

20. How well were you prepared to teach to use CAD, machines, and tools?

Poor	Average	Good	Excellent
1	2	3	4

Professional Sequence:

21. How well were you prepared to use standards (RIPTS and STL) to develop and evaluate curriculum and lessons?

Poor	Average	Good	Excellent
1	2	3	4

22. How well were you prepared to make informed decisions by identifying multiple resources to create meaningful lessons?

Poor	Average	Good	Excellent
1	2	3	4

23. How well were you prepared to develop appropriate content for technology lessons?

Poor	Average	Good	Excellent
1	2	3	4

24. How well were you prepared to design and deliver technology content using a number of different teaching strategies?

Poor	Average	Good	Excellent
1	2	3	4

25. How well were you prepared to design lessons and units of study which were sensitive to cultural diversity?

Poor	Average	Good	Excellent
1	2	3	4

26. How well were you prepared to design learning experiences for students of differing abilities and ages?

Poor	Average	Good	Excellent
1	2	3	4

27. How well were you prepared to plan for and evaluate student learning?

Poor	Average	Good	Excellent
1	2	3	4

28. How well were you prepared to use educational technology during the program?

Poor	Average	Good	Excellent
1	2	3	4

29. How well were you prepared to seek out and utilize professional development opportunities?

Poor	Average	Good	Excellent
1	2	3	4

30. Overall, how would you rate the professional sequence in Technology Education?

Poor	Average	Good	Excellent
1	2	3	4

Was the interaction with a large number of practicing teachers during the program helpful with your preparation? Explain.

What support do you wish you had gotten that would have helped you in your student teaching position?

What courses were most valuable to you as you prepared for student teaching?

What courses were least valuable in the program as you prepared for student teaching? How can we improve them?

What are your teaching goals for the next five years?