

Dear pledge signer,

Thank you for looking at this survey, which is managed by ISTE.

The U.S. Department of Education and ISTE have partnered to launch the [EPPs for Digital Equity and Transformation pledge](#). The purpose of this survey is to evaluate satisfaction of pledge support and to gather EPP self-assessment baseline data correlated to the five pledge principles.

Your input will help us best serve you by understanding general needs and trends across Educator Preparation Programs.

We ask for your name so we can compare who has signed the pledge and completed this survey, but the results are anonymized.

What you say on this survey will not affect your standing with the pledge, or the Digital Equity and Transformation Network Roundtable. We will be sharing a report of the survey trends at a future roundtable discussion.

If you have any questions, please reach out to edprograms@iste.org

Thank you for your participation.

SECTION 1: Demographics

1. Institution Name:

2. Title:

3. Role: (choose one)

- Dean, Program Director, Chair
- Instructional technology Faculty Champion

4. Indicate your satisfaction with the following items to support the pledge effort:

(Select satisfaction on scale of 1 - 4: 1= not satisfied 2= hardly satisfied 3 = moderately 4 = highly satisfied)

- Information to support EPP decision making to sign pledge (1 - 4)
- Use of pledge logo and publication of EPP logo on ISTE website (1 - 4)
- Information Updates (1 - 4)
- Access to press templates to announce EPP signing on to the pledge (1 - 4)
- Information about Digital Equity & Transformation Roundtables (1 - 4)

5. What resources, products or services would you recommend to other EPPs seeking to make progress on the pledge principles? (short response)
 6. What associations would you recommend to increase the awareness of the pledge and the EPPs that have signed on? (short response)
 7. Please enter the number of full-time faculty at your EPP (short response)
 8. Please enter the number of adjunct faculty at your EPP (short response)
 9. What was your pre-service teacher enrollment in 2022? (short response)
-

SECTION 2

The questions in the following section will be related to the following pledge principle:

1. Prepare teachers to thrive in digital learning environments.

We will prepare future teachers to use technology to provide equitable learning opportunities that support student success in all classrooms. This includes experience teaching in online or hybrid settings.

1. **Indicate all the clinical experience types that your 2022 student teacher cohort experienced:** (select all that apply)
 - In-person student teaching
 - Online-only student teaching
 - Hybrid (i.e. some sessions online, some face-to-face) student teaching
 - Other...
2. **Prior to March 2020, indicate to what extent PK-12 classroom visits by faculty members were part of the general culture of your program (excluding clinical placement faculty)?** (select one)
 - Widespread
 - Somewhat Common
 - Infrequent
 - Did not happen
 - Not Sure
3. **Since Fall 2020, indicate to what extent PK-12 classroom visits by faculty members were part of the general culture of your program (excluding clinical placement faculty)?** (select one)
 - Widespread
 - Somewhat Common
 - Infrequent
 - Did not happen

- Not Sure
4. **The following are commonly used K-12 devices/apps. Indicate which ones your pre-service teachers have access to as part of their coursework? (excluding student teaching):** (check all that apply)
- LMSs used in K-12 schools (e.g., Google Classroom, Schoology, Moodle, Canvas, etc.)
 - Quiz apps (e.g., Kahoot, Quizlet, etc.)
 - Math apps (e.g., Khan Academy, Desmos, Brainpop, etc.)
 - Interactive presentation apps (e.g., Nearpod, Peardeck)
 - Video and/or audio recording apps (e.g., FlipGrid, SeeSaw, Voicethread, etc.)
 - Assistive technology apps (e.g., Adobe Scan, Assistive Touch, Live Captions, etc.)
 - Chromebooks (commonly used by 8-12 grade students)
 - iPads (commonly used in elementary or for special education)
 - Not Sure
 - Other...
5. **Does your EPP offer a standalone instructional technology course?** (select one)
- Yes (describe below)
 - No
6. **If yes, select one of the following that best describes the standalone instructional technology Course:** (select one)
- Required for all students
 - Required for some students and an elective for others
 - Provided as an elective for all
7. **Does your EPP integrate instructional technology within courses?** (select one)
- Yes (describe below)
 - No
8. **If yes, select one of the following that best describes the integration:** (select one)
- In methods classes
 - Across some certification programs
 - Across all certification programs
 - Other...

SECTION 3

The questions in the following section will be related to the following pledge principle:

2. Prepare teachers to use technology to pursue ongoing professional learning.
We will prepare future teachers to use technology for collaborative learning and professional growth. This includes participating in online communities of practice relevant to their teaching goals and aspirations.

1. Sometimes students are expected to join a Professional Learning Network (PLN) or an online Community of Practice (COP). Which of the following statements most closely reflects the experience of pre-service teachers in your program?

(select one)

- Students are expected to join a PLN or a COP in one or more of their courses (e.g., Follow specific instructional technology twitter chats, join education technology Facebook groups, etc.)
- At least one assignment in a required course has pre-service teachers join a PLN or COP that resides outside of the institution
- Students are not required or expected to join a PLN or COP that resides outside of the institution as part of their coursework
- Not sure

2. If students are expected to join a PLN/COP in one or more of their courses, is it preselected by faculty? (select one)

- Yes, it's preselected by faculty
- No, the students must find their own
- Both (some faculty pre-select and others let students choose)
- Not applicable
- Not sure

3. Please provide links, hashtags or names of PLNs/COPs that faculty pre-select or students most frequently used, if known: (short response)

4. Are you aware of any faculty who use or are members of instructional technology PLNs/COPs? (select one)

- Yes
- No
- Not sure

5. If yes, please list those PLNs/COPs (short response)

6. Do your EPP candidates have any opportunities to engage in conferences (either in-person or online) that include instructional technology sessions? (select one)

- Yes
- No
- Not sure

SECTION 4

The questions in the following section will be related to the following pledge principle:

3. Prepare teachers to apply frameworks to accelerate transformative digital learning.
We will prepare future teachers to create effective digital learning experiences using nationally recognized educational technology standards. This includes aligning coursework and clinical experiences to those frameworks.

1. Indicate what technology/instructional technology frameworks your program uses and how faculty use them: (Select all that apply)

Framework	As a reference	To guide curriculum	For student application in assignments	Not Used
TPACK				
Triple-E Framework				
ISTE Standards				
Technology Integration Matrix (TIM) from FL or AZ				
Other:				

2. If other, please describe those frameworks (short response)
3. How many faculty members use this/these frameworks? (select one)
- All
 - Most
 - Some
 - None
 - Not sure
4. How recently has a curriculum team reviewed and modified teacher preparation courses? (select one)
- Currently working on curriculum modifications
 - Completed curriculum modifications between March 2020 and August 2022

- Completed curriculum modifications prior to March 2020
5. **Do curriculum modifications increase instructional technology integration into one or more course(s)?** (select one)
- Yes
 - No
 - Not Sure
6. **Indicate how pre-service students in your program apply technology in their assignments (work product):** (check all that apply)
- Designing lesson plans that integrate content and technology standards
 - Identifying and including assistive technology in lesson plan design
 - Designing lesson plans that use technology to differentiate learning for K-12 students
 - Designing online learning activities and/or assessments
 - Designing assessments that give K-12 students a variety of ways to demonstrate their learning
 - Identifying, vetting and using new tech tools and apps
-

SECTION 5

The questions in the following section will be related to the following pledge principle:

4. Equip all faculty to continuously improve expertise in technology for learning.
We will support all EPP faculty in modeling effective use of technology for instruction to build confidence and competence in future educators. This includes building capacity through faculty professional learning.

1. **What is your goal for faculty and adjunct faculty to better prepare new teachers to use instructional and educational technology in K-12 classrooms when they graduate?** (short response)
2. **Excluding the EPP's LMS and productivity software (e.g., presentation, spreadsheets, collaborative documents), how many faculty members or adjunct faculty use instructional technology in their courses?** (short response)
3. **How many faculty members or adjunct faculty model the use of instructional or educational technology for learning?** (select one)
 - All
 - Many
 - Few
 - None

- Not sure
- 4. Does your institution have a Center for Teaching & Learning? (select one)**
- Yes
 - No
- 5. If yes, indicate which statement most accurately describes the center's offerings: (select one)**
- Training on productivity tools (e.g., LMS, Zoom, GSuite, video recording, etc.)
 - Training on specific tools or apps that can be modeled for and applied by pre-service teachers
 - Training on digital pedagogy so that faculty can model meaningful instructional technology for their pre-service students
 - Not sure
 - Other:
- 6. What professional learning opportunities or resources do faculty access to learn more about digital pedagogy (integrating technology into their teaching practice; does not mean teaching online)? (check all that apply)**
- Peers
 - COPs/PLNs
 - K-12 teachers (Explain below)
 - Instructional technology coaches
 - Professional learning led by associations, departments of education, private sector companies
 - Currently, not applicable
 - Not sure
 - Other...
- 7. If you selected K-12 teachers, please explain more here: (short response)**
-

SECTION 6

The questions in the following section will be related to the following pledge principle:

5. Collaborate with school leaders to identify shared digital teaching competencies.
We will partner with schools to establish a shared understanding of the teacher competencies required for effective, equitable use of technology for learning. This includes modeling exemplary approaches to technology use that are relevant to the vision, culture, and infrastructure of partner schools.

1. **How many districts does your EPP partner with to place student teachers?** (short answer)
2. **How many student teaching hours are required?** (short answer)
3. **Do you partner with local districts to identify ways to improve pre-service teacher experience using technology?** (select one)
 - ☐ Yes (Describe below)
 - ☐ No
 - ☐ Not sure
4. **If yes, please check all that apply to your EPP:** (check all that apply)
 - Meeting with district leaders (e.g, instructional technology directors) to learn what technologies are used or will be used in their district
 - Improving the student-teaching placement process
 - Informing curriculum modifications
 - Exploring potential research opportunities related to instructional or instructional technology
 - Providing instructional or instructional technology training for district teachers (explain below)
 - Other:
5. **If providing instructional or educational technology training for district teachers, please elaborate:** (short explanation)
6. **Do faculty members collaborate with local schools or districts?** (select one)
 - ☐ Yes (explain below)
 - ☐ No
 - ☐ Not Sure
7. **If yes, how do they collaborate?** (check all that apply)
 - Observe classroom/s
 - Co-teach
 - Collect data
 - Promote the teaching profession among high school students
 - Not applicable
 - Other...

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid

OMB control number for this information collection is 1880-0542. Public reporting burden for this collection of information is estimated to average 20 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Bernadette Adams (Bernadette.Adams@ed.gov) directly.