



“An assessment tool recognized by the US Department of Education to effectively determine the level of technology literacy skills of each teacher and administrator in order to enable a technology literacy educational plan to be developed that will prepare them to more effectively educate their students and improve the productivity of the K-12 institution they represent.”

EAI Assessment Tools

Private and Public K-12 Schools face the constant challenge of attracting new families and students to move into their township and school. In today’s world, there is the expectation that the K-12 School that prospective families select will provide a faculty and curriculum that is adept at utilizing and integrating technology at all levels. Successful implementation, of course, is dependent on the comfort level of faculty with the use of technology in their respective classrooms.

As a first step in providing appropriate levels of technology support for K-12 faculty, Educating America Inc. (EAI) offers an assessment developed and tested by Boise State University that has been taken by over 19,000 teachers nationally, and is recognized by the U.S. Department of Education as one of the few teacher technology proficiency exams appropriate for national evaluation. The Idaho Educational Technology Assessment (IETA) is aligned with standards established by the International Society for Technology (ISTE) and National Educational Technology Standards (NETS). It is the only assessment that has large-scale capabilities and objective correct-answer scoring. It uses objective, multiple-choice exams that help measure technology knowledge and skill in nine major areas, including Word Processing, Spreadsheets, Multimedia, and the Internet. Upon completion, colleges/universities receive a compilation of test results and are then able to make well-informed decisions about individualized staff development plans to fully support their faculty.

Since the technology requirements of the classroom may be somewhat different than those of the administrative offices, EAI offers an assessment alternative to measure the level of technology proficiency by administrators and office staff. The process and all associated reports are very similar to those offered for faculty but are more specifically geared to the administrative needs of the K-12 institution.

Why was the exam created?

The Idaho Legislature has contributed over 50 million dollars toward the infusion of computer technology into public school classrooms in Idaho. In addition, legislators have given teacher training institutions in Idaho over 4 million dollars. Because of this investment, legislators want to know if teachers are adequately trained to take advantage of this infusion of technology. Universities and school districts, which are responsible for providing training, need a way to measure progress. Without some assessment, they are "shooting in the dark" as they work toward the goal of training their teachers. To begin to answer Idaho legislators’ questions and to provide some guidance for teacher technology re-training, Boise State University and Southwest Idaho school districts have planned, coordinated, developed, and tested the "Teacher Technology Competency Examination."

How long is the exam?

The assessment usually takes staff members an hour to an hour and a half to complete.

What does the exam measure?

This exam measures the technology literacy of the faculty and their knowledge of how technology can be used in the classroom.

What is the philosophy underlying this exam?

The software listed in the competencies are the standard tools used by business, industry, and science to record, store, transmit, and manipulate information to solve a problem or to produce a product. These tools are useful to faculty and students for the same reasons that they are useful in the workplace. Technology integration into the college/university curriculum represents a "value added" dimension to the use of computers in classrooms. Although these tools are sometimes taught as classes by themselves, it is the unanimous opinion of the educators who produced this test that their most appropriate use is to speed or deepen student learning in the content areas. There is no value in teaching a student to use a word processor, the Internet, etc., unless the student learns to apply the tool to solve a problem or produce a product. These problems or products would most logically be associated with K-12 academic curriculum content areas. As students use databases to make conclusions about history or spreadsheets to solve complex math equations, they develop many of the same skills that they will be using after graduation in their Higher Education studies as well as in the workplace.

What does the college/university receive?

The Idaho Technology Competency Exam Office prepares a detailed report for participating colleges and universities following the completion of testing within those organizations. The report can be customized to the organization's needs and includes:

- Detailed written explanation of the results
- List of the Essential Computer Skill Competencies upon which the ITCE is based
- Reports showing the percentage of examinees scoring at or above passing in each competency category
- Reports profiling the institutions examinees as they scored within each competency category
- Copy of the letter sent to examinees who do not pass the exam
- Copy of the letter sent to examinees who do pass the exam

