

Barnard, B. (2012). An examination of relationships between preservice interns' technology integration proficiency, essential conditions for technology and teaching competency (Doctoral dissertation, Towson University, 2012).

Dr. Bill Barnard
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Dissertation Abstract

This study explores the relationships between teaching competency, technology integration proficiency and essential conditions for technology integration that were present at the internship site. Participants included 84 preservice teachers attending the state's primary teacher preparation program at the conclusion of their internships. Data was collected from the university's evaluation of intern teacher competency aligned with INTASC principles, and the intern's self-reported technology integration proficiency and presence of essential condition for technology integration obtained from a questionnaire aligned with the NETS-T standards and the ISTE's essential conditions recommendation. Findings indicated that, overall, a significant relationship existed between essential conditions for technology integration present at the internship site and the interns' self-report technology integration proficiency. Additionally, two essential conditions factors, associated with site school leadership and site faculty modeling of technology integration contributed to 35% of the variance. Little association was indicated in the relationship between teaching competency and self-report technology integration proficiency. The author recommends incorporating components of human performance technology to a rigorous measurement system aligned with established standards to yield data for decisions necessary to achieve desired outcomes.