

## TPACK Leadership Diagnostic Tool

There are a number of issues that a leader needs to consider when preparing a Technological Pedagogical Content Knowledge (TPACK) ready teacher candidate (Thomas, Herring, Redmond, & Smaldino, 2013). Among them is developing a process to prepare teacher education faculty in their understanding of the interplay of TPACK elements. This diagnostic tool is designed for self-reflection and guidance for leaders and leadership teams as they develop vision and plans for developing a technology rich model for teacher candidates to successfully prepare to become 21<sup>st</sup> century educators. The diagnostic tool serves as an opportunity to examine current practice and to help develop realistic goals for program development.

### Theory of Action

How do policies in your University /College/School support your teacher candidates to acquire Technological Pedagogical Content Knowledge (TPACK)?

What elements within your University/College/School can impact change initiatives related to TPACK integration into programs?

| Zone of Wishful Thinking     | Beginning  | Developing   | Acceptable   | Leading   | Measures/Artifacts Used |
|------------------------------|--|--|--|---|-------------------------|
| Favorable Policy Environment | The aspects of the environment (internal and external) have started to articulate policies to guide the change process             | The aspects of the environment (internal and external) have drafted articulated policies to guide the change process                   | Most aspects of the environment (internal and external) have clearly articulated policies to guide the change process  | All aspects of the environment (internal and external) have clearly articulated policies to guide the change process          |                         |
| Additional Resources         | Information on additional resources (incentives, operating funds, etc.) is being collected and budget issues are being identified. | Additional resources (incentives, operating funds, etc.) have been identified and a draft budget has been developed to support action. | Additional resources (incentives, operating funds, etc.) have been identified and budgeted for some support of action. | Additional resources (incentives, operating funds, etc.) have been identified and budgeted for long-term support of action.   |                         |
| Faculty time and attention   | Information on faculty time and attention for steps to change is being collected.  | Faculty time and attention for steps to change have been identified.   | Faculty time and attention for steps to change have been included in the process.                                      | Faculty time and attention for steps to change have been included in the process.   |                         |
| School Partners              | Partnerships are being identified for TPACK initiatives for preservice candidates  | Partnerships are being developed to include TPACK initiatives for preservice candidates  | Partnership relationships are being extended to include TPACK initiatives for teacher education.                       | Partnership relationships are established with long-term mutual benefits, including TPACK initiatives, for teacher education. |                         |
| Scalability                  | TPACK elements and curricular areas are being identified.  | Curricular changes are being processed to include TPACK elements within programs.  | TPACK is included in the majority of the teacher education curriculum.   | Entire teacher education programs embrace TPACK as part of the curriculum.  |                         |

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| What can be Controlled?                    | Beginning  | Developing   | Acceptable  | Leading  | Measures Used |
|--|--|--|---|--|---------------|
| Human Resources                            | Information is gathered about interest by faculty and staff involvement with TPACK initiatives.  | Faculty, staff, etc. are identified regarding levels of interest in participation in TPACK initiatives.  | Faculty, staff, etc. have agreed to participate in TPACK integration initiatives.   | Faculty, staff, etc. are supported in integrating TPACK into curricular areas.   |               |
| Fiscal Resources                           | Allocation of budget issues for TPACK initiatives are being identified.  | Budget allocations for TPACK initiatives are being considered.   | Some budget allocations include resources for integration of TPACK initiatives.   | Fiscal resources have been budgeted for long-term integration of TPACK initiatives.  |               |
| Personal Resources                         | Information is gathered about time, attention, etc. for TPACK initiatives and responsibility distribution.                                   | Time, attention, etc. is being attributed TPACK initiatives are included in description of personnel responsibilities.                             | Some allocation of time, attention, etc. for TPACK initiatives are included in some personnel responsibilities lists.             | Allocation of time, attention, etc. for TPACK initiatives are included in personnel responsibilities lists.                        |               |
| Engagement with Internal/External partners | Information is gathered about responsibilities and incentives for internal and external partners for TPACK initiatives in teacher education. | Responsibilities and incentives are identified for both internal and external partner responsibilities for TPACK initiatives in teacher education. | Internal/external partners have understanding of some responsibilities and incentives for TPACK initiatives in teacher education. | Internal/external partners have clear understanding of responsibilities and incentives for TPACK initiatives in teacher education. |               |

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### Key Leadership Functions

How do policies in your University/College/School support your teacher candidates to acquire Technological Pedagogical Content Knowledge (TPACK)?

What resources do you have available in your University/College/School to generate and support initiatives to integrate TPACK into your programs?

|                          | Beginning   | Developing  | Acceptable   | Leading   | Measures Used |
|--------------------------|---|---|--|---|---------------|
| Vision Statement         | The vision statement is being drafted with consideration of a rationale and goal statements that will guide ideas for teacher candidate TPACK development.              | The vision statement is undergoing revisions to include a rationale and goal statements that will guide ideas for teacher candidate TPACK development.                        | The vision statement includes a rationale and includes goal statements that provide ideas for teacher candidate TPACK development..                                | The vision statement shares a rationale and supports goal development for teacher candidates' TPACK development.  |               |
| Develop faculty capacity | Leaders are aware of the need for procedures to address a TPACK-based professional development process and the need for data to be used for improvement and incentives. | Leaders are developing procedures to address a TPACK-based professional development process that will include data to suggest means for improvement and ideas for incentives. | Leaders have identified a TPACK-based professional development process that includes data to support improvement and faculty participation incentives.             | Leaders have developed a TPACK-based professional development process to support TPACK that is data based for continuous improvement and includes faculty participation incentives  |               |
| Organization Redesign    | Leaders are preparing a plan that includes identification of goals, the resources to meet them, and any external requirements for TPACK implementation.                 | Leaders have prepared a plan that includes using resources that align with vision and goals and includes identification of external requirements for TPACK implementation.    | Leaders have started a plan to use resources aligned to vision and goals and have identified external requirements to redesign curricula for TPACK implementation. | Leaders have used resources aligned to vision and program change goals and incorporated externally related requirements to redesign curricula and support for TPACK implementation. |               |

Developed by the 2014-2015 AACTE Innovation and Technology committee: Mary Herring, Kevin Graziano, Sharon Smaldino, Elizabeth Finsness, Jeffrey Carpenter, Teresa DeBacker. *Transformational Leadership Qualities to Develop TPACK Ready Teacher Candidates*. Presented at the 2015 American Association of Colleges for Teacher Education (AACTE) Conference, Atlanta, GA.