

## **Table of Specifications Evaluation for Expert Judges: Part II**

### **Part II. Do the questions in each set sufficiently measure the concept?**

#### **Definitions**

Technology: How the technology may help or hinder the coordinator's support of VC. How the coordinator relates to the technology.

Coordinator's Ability to Support VC: The various skills and characteristics necessary to support VC.

Curriculum Integration: How the coordinator helps teachers use VC in the curriculum.

Support for Coordinator: What supports are in place to assist the coordinator in their support and promotion of VC including administrative and technical supports.

Working with Teachers: How the coordinator works with teachers.

**Section 1: Technology: How the technology may help or hinder the coordinator’s support of VC. How the coordinator relates to the technology.**

|  |
|--|
| <p>1. Where is the videoconference system located?</p> <p>a. mobile within one school</p> <p>b. mobile within more than one school</p> <p>c. fixed classroom</p> <p>d. media center/library</p> <p>e. computer lab</p> <p>f. conference room.</p> <p>g. other</p>  |
| <p>2. Location of the videoconference system.</p> <p>a. The current location/mobility of the VC unit works well in our building.</p> <p>b. The current location of our VC unit usually works but could be better.</p> <p>c. The current location/mobility of our VC unit makes it hard to use.</p> <p>d. We haven’t decided yet which location is best for our VC unit.</p> <p>e. Not applicable</p> |
| <p>3. What is the primary reason the videoconference system is located where it is?</p> <p>a. Technical reasons (wires, switches, networking, etc.)</p> <p>b. Proximity to coordinator</p> <p>c. Ease of use for teachers</p> <p>d. Only available room</p> <p>e. Other</p>  |
| <p>4. Quality of the video</p> <p>a. The picture rarely freezes and is only occasionally fuzzy.</p> <p>b. The picture freezes sometimes and is occasionally pixilated or blocky.</p> <p>c. The picture freezes often and sometimes there are big blocks on the screen.</p> <p>d. Usually the picture is frozen for a long time before it moves.</p> <p>e. Not applicable</p>                         |
| <p>5. Quality of the audio</p> <p>a. The audio rarely breaks up and is only occasionally hard to understand.</p> <p>b. The audio breaks up sometimes and is occasionally hard to understand.</p> <p>c. The audio breaks up often and sometimes is hard to understand.</p> <p>d. Usually the sound is garbled and hard to understand.</p> <p>e. Not applicable</p>                                    |

**Do these items sufficiently measure the way technology helps or hinders the coordinator’s ability to support videoconferencing in the school?**

Agree                      5                      4                      3                      2                      1                      Disagree

**If you disagree, what should be added or taken away?**

## **Section 2: Coordinator's Ability to Support VC: The various skills and characteristics necessary to support VC.**

|  |
|--|
| <p>8. Comfort level with technology</p> <ul style="list-style-type: none"><li>a. I love technology and learning new things.</li><li>b. I can figure out what I need to do with technology.</li><li>c. I'm ok using technology if I have assistance.</li><li>d. I am generally frustrated by technology.</li><li>e. Not applicable</li></ul>  |
| <p>9. Comfort level with videoconferencing</p> <ul style="list-style-type: none"><li>a. I enjoy VC as an instructional tool in the curriculum.</li><li>b. I am gaining a sense of confidence in using VC in the curriculum.</li><li>c. I am currently trying to learn the basics. I am sometimes frustrated with VC.</li><li>d. I am anxious about using videoconferencing.</li><li>e. Not applicable</li></ul>  |
| <p>10. Use of the videoconference controls.</p> <ul style="list-style-type: none"><li>a. I can mute the microphone, solve common audio problems, use camera presets, and use different video source inputs such as a document camera.</li><li>b. I can mute the microphone, change the volume, move the camera, and use camera presets.</li><li>c. I can mute the microphone and move the camera.</li><li>d. I do not know how to use the controls.</li><li>e. Not applicable</li></ul>                    |
| <p>11. Scheduling</p> <ul style="list-style-type: none"><li>a. I schedule all the VC programs, and I have a good system for keeping track of them all.</li><li>b. I know how to schedule VC events, but do not have an adequate system for keeping track of everything.</li><li>c. I know that I have to reserve the VC equipment, the room, and the place I'm connecting to, but I don't know exactly how to do it.</li><li>d. I am unsure about how to schedule VCs.</li><li>e. Not applicable</li></ul> |
| <p>12. Test Calls</p> <ul style="list-style-type: none"><li>a. I do almost all of the test calls and connections on my own.</li><li>b. I sometimes do my own test calls and connections.</li><li>c. Occasionally I do my own test call and connection, but usually I have help.</li><li>d. The tech staff do all the test calls and connections for me.</li><li>e. Not applicable</li></ul>  |
| <p>13. Making the connection work</p> <ul style="list-style-type: none"><li>a. I feel confident when connecting a videoconference and I know what to do when there are problems.</li><li>b. I sometimes need assistance when connecting to a videoconference.</li><li>c. I am hesitant to try to connect a VC but am willing to try even if I don't have technical support.</li><li>d. I will not connect a VC unless I have technical support.</li><li>e. Not applicable</li></ul>                        |
| <p>14. Helping teachers with a connection</p> <ul style="list-style-type: none"><li>a. I usually stay and assist teachers during the whole videoconference.</li></ul>  |

- b. I usually stay for about half the VC.
- c. I usually connect at VC and stay for the first few minutes.
- d. Teachers usually connect on their own.
- e. Not applicable

15. Getting students acquainted with technology.
- a. I feel confident to explain VC to the students before a connection.
  - b. I can explain the basics of VC to the students.
  - c. I can repeat to the students what others have told me about how VC works.
  - d. I am not able to explain VC to the students before a connection.
  - e. Not applicable

**Do these items sufficiently measure the coordinator's ability to support videoconferencing in the school?**

Agree      5              4              3              2              1              Disagree

**If you disagree, what should be added?**

**Section 3: Curriculum Integration: How the coordinator helps teachers use VC in the curriculum.**

|  |
|--|
| <p>16. Type of videoconferencing training received</p> <p>a. Mostly technical training</p> <p>b. Mostly technical training with some curriculum training</p> <p>c. Mostly curriculum training with some technical training</p> <p>d. Mostly curriculum training</p>  |
| <p>17. Knowledge of curriculum integration.</p> <p>a. I know of programs appropriate for the curriculum and I persuade teachers to use VC.</p> <p>b. Sometimes I can help teachers find VCs for their curriculum.</p> <p>c. I have seen a few VCs that are good for our curriculum, but not enough to promote it.</p> <p>d. I haven't seen any programs that are appropriate for our teachers' curriculum.</p> <p>e. Not applicable</p>  |
| <p>18. Finding programs.</p> <p>a. I can find VC programs and the accompanying teacher materials that align with the state curriculum.</p> <p>b. I can navigate websites to find programs, but have difficulty knowing which programs are best for the teachers I support.</p> <p>c. I find out about programs via emails and/or listservs. I don't know of any other way to know what is available.</p> <p>d. I don't know of any resources that help me find VC programs.</p> <p>e. Not applicable</p> |
| <p>19. Teacher recommendations.</p> <p>a. I use more than one source to find programs other teachers recommended.</p> <p>b. I can use at least one source to find programs other teachers have recommended.</p> <p>c. I have a hard time remembering how to find teacher recommended programs.</p> <p>d. I didn't know that teachers can recommend programs.</p>   |
| <p>20. Student preparation.</p> <p>a. I assist teachers in using the preparation materials for their program, or if none, I help them prepare the students.</p> <p>b. I am able to assist teachers in using preparation materials for their program.</p> <p>c. I forward teachers the preparation materials but I usually can't answer any questions about them.</p> <p>d. I don't know how teachers should be preparing their students for a videoconference.</p> <p>e. Not applicable</p>              |
| <p>21. Teacher curriculum integration.</p> <p>a. Most of the teachers can design their own activities using videoconferencing.</p> <p>b. A few teachers are starting to design their own curriculum activities using VC.</p> <p>c. Teachers need ideas and prompting to use VC in their curriculum.</p> <p>d. Teachers don't have ideas or interest in using VC in their curriculum.</p> <p>e. Not applicable</p>  |

**Do these items sufficiently measure the coordinator's ability to help teachers integrate videoconferencing in the curriculum?**

Agree                      5                      4                      3                      2                      1                      Disagree

If you disagree, what should be added?

**Section 4: Support for Coordinator:** What supports are in place to assist the coordinator in their support and promotion of VC including administrative and technical supports?

|  |
|--|
| <p>22. Time to support VC</p> <p>a. My school/district provides more than one hr/week release time to support VC.</p> <p>b. My school/district provides 30-50 min / week release time to support VC.</p> <p>c. My school/district gave 30 min or less/week release time to support VC.</p> <p>d. My school/district does not provide any release time to support VC.</p> <p>e. Not applicable</p>  |
| <p>23. Budget</p> <p>a. My school has set aside adequate funds for using VC.</p> <p>b. The district has a limited budget for VC.</p> <p>c. Alternative funds from non-district sources are available to support VC within my school.</p> <p>d. There is no funding for videoconferencing in my school.</p> <p>e. Not applicable</p>  |
| <p>24. Principal experience with VC</p> <p>a. My principal has had positive experiences seeing students engaged in VCs.</p> <p>b. My principal has had at least one positive experience seeing students engaged in a VC.</p> <p>c. My principal has seen professional development over videoconferencing, but not a student videoconference.</p> <p>d. My principal has not experienced a videoconference.</p> <p>e. Not applicable</p>  |
| <p>25. Principal support</p> <p>a. My principal sees the value of VC programs and strongly recommends that teachers participate in VCs.</p> <p>b. My principal sees the value of VC and sometimes recommends that teachers use VC.</p> <p>c. My principal is beginning to see the value of VC but leaves the decision to use VC to the teachers.</p> <p>d. My principal doesn't see the value of videoconference programs and is not supportive of VC.</p> <p>e. Not applicable</p>  |
| <p>26. Availability of tech support</p> <p>a. I have timely support from both my district and regional educational service agency.</p> <p>b. I have timely support from either my district or my educational service agency, but not from both.</p> <p>c. I have access to support from either my district or my educational service agency, but their time is limited to assist me with VC.</p> <p>d. I do not have access to any tech support (local or educational service agency) to assist me with VC.</p> <p>e. Not applicable</p> |

**Do these items sufficiently measure the administrative and technical supports that assist the coordinator in their support of VC?**    Agree            5            4            3            2            1            Disagree

**If you disagree, what should be added?**

**Section 5: Working with Teachers: How the coordinator works with teachers.**

|   |
|---|
| <p>27. Teacher attitudes</p> <ul style="list-style-type: none"><li>a. Most of the teachers in my school are excited about using VC.</li><li>b. Some of the teachers in my school are interested in using VC.</li><li>c. A few teachers are trying VC because they have to, but most don't want to.</li><li>d. None of the teachers are interested in VC.</li><li>e. Not applicable</li></ul>  |
| <p>28. Coordinator and Teacher attitudes</p> <ul style="list-style-type: none"><li>a. I actively motivate and strongly encourage the teachers to try videoconferences that meet their curriculum.</li><li>b. Sometimes I encourage the teachers to try videoconferences that meet their curriculum.</li><li>c. Occasionally I encourage teachers to try videoconferences.</li><li>d. I let the teachers take the initiative to ask for help with a videoconference.</li><li>e. Not applicable</li></ul> |
| <p>29. Experience</p> <ul style="list-style-type: none"><li>a. All of the teachers in my school have used videoconferencing.</li><li>b. Most of the teachers in my school have done at least one VC.</li><li>c. Only one or two of the same teachers use videoconferencing.</li><li>d. None of the teachers have tried a videoconference.</li><li>e. Not applicable</li></ul>   |
| <p>30. Time</p> <ul style="list-style-type: none"><li>a. Most of the teachers plan ahead to incorporate VC in their curriculum.</li><li>b. Some of the teachers plan ahead to incorporate VC in their curriculum.</li><li>c. A few of the teachers plan ahead to incorporate VC in their curriculum.</li><li>d. Most of the teachers plan ahead to incorporate VC in their curriculum.</li><li>e. Not applicable</li></ul>  |
| <p>31. Making time for VCs</p> <ul style="list-style-type: none"><li>a. Teachers scheduling time for VC experiences because they are a curriculum priority.</li><li>b. Teachers feel that the time to select and prepare for a videoconference is worth it.</li><li>c. Teachers struggle to find time to select and prepare for VCs and aren't sure that it's worth the effort.</li><li>d. Teachers feel they don't have time to use VC.</li><li>e. Not applicable</li></ul>                            |
| <p>32. Helping teachers with time</p> <ul style="list-style-type: none"><li>a. I actively help teachers see how to make time for videoconferencing in their curriculum.</li><li>b. Sometimes I help teachers see how to make time for videoconferencing in their curriculum.</li><li>c. Once in a while, I suggest ways to make time for videoconferencing in the curriculum.</li><li>d. I let the teachers decide if they have time to use videoconferencing.</li><li>e. Not applicable.</li></ul>     |

33. Using the videoconference system

- a. Most of the teachers in my school are comfortable making the connection and operating the camera on their own.
- b. Some of the teachers in my school are comfortable making the connection and operating the camera on their own.
- c. A few of the teachers in my school can operate the camera on their own.
- d. None of the teachers in my school can operate the camera on their own.
- e. Not applicable

34. Motivating and overcoming reticence

- a. I feel confident and comfortable in helping all the teachers and students overcome reticence to using VC
- b. I am able to help some teachers and students overcome reticence to using VC
- c. Once in a while I try to help teachers and students overcome reticence to using VC
- d. I do not usually talk to teachers or students about the reticence to use VC
- e. Not applicable

**Do these items sufficiently measure the coordinator's ability to work with teachers and help them use videoconferencing?**

Agree      5      4      3      2      1      Disagree

**If you disagree, what should be added?**