## 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.**

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

**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.**

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| 8. Comfort level with technology<br>a. I love technology and learning new things.<br>b. I can figure out what I need to do with technology.<br>c. I'm ok using technology if I have assistance.<br>d. I am generally frustrated by technology.<br>e. Not applicable |
| 9. Comfort level with videoconferencing<br>a. I enjoy VC as an instructional tool in the curriculum.<br>b. I am gaining a sense of confidence in using VC in the curriculum.<br>c. I am currently trying to learn the basics. I am sometimes frustrated with VC.<br>d. I am anxious about using videoconferencing.<br>e. Not applicable |
| 10. Use of the videoconference controls.<br>a. I can mute the microphone, solve common audio problems, use camera presets, and use different video source inputs such as a document camera.<br>b. I can mute the microphone, change the volume, move the camera, and use camera presets.<br>c. I can mute the microphone and move the camera.<br>d. I do not know how to use the controls.<br>e. Not applicable |
| 11. Scheduling<br>a. I schedule all the VC programs, and I have a good system for keeping track of them all.<br>b. I know how to schedule VC events, but do not have an adequate system for keeping track of everything.<br>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.<br>d. I am unsure about how to schedule VCs.<br>e. Not applicable |
| 12. Test Calls<br>a. I do almost all of the test calls and connections on my own.<br>b. I sometimes do my own test calls and connections.<br>c. Occasionally I do my own test call and connection, but usually I have help.<br>d. The tech staff do all the test calls and connections for me.<br>e. Not applicable |
| 13. Making the connection work<br>a. I feel confident when connecting a videoconference and I know what to do when there are problems.<br>b. I sometimes need assistance when connecting to a videoconference.<br>c. I am hesitant to try to connect a VC but am willing to try even if I don't have technical support.<br>d. I will not connect a VC unless I have technical support.<br>e. Not applicable |
| 14. Helping teachers with a connection<br>a. I usually stay and assist teachers during the whole videoconference. |

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| b. I usually stay for about half the VC.<br>c. I usually connect at VC and stay for the first few minutes.<br>d. Teachers usually connect on their own.<br>e. Not applicable |
| 15. Getting students acquainted with technology.<br>a. I feel confident to explain VC to the students before a connection.<br>b. I can explain the basics of VC to the students.<br>c. I can repeat to the students what others have told me about how VC works.<br>d. I am not able to explain VC to the students before a connection.<br>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.**

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

**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?

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

**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.**

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

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| 33. Using the videoconference system<br>a. Most of the teachers in my school are comfortable making the connection and operating the camera on their own.<br>b. Some of the teachers in my school are comfortable making the connection and operating the camera on their own.<br>c. A few of the teachers in my school can operate the camera on their own.<br>d. None of the teachers in my school can operate the camera on their own.<br>e. Not applicable |
| 34. Motivating and overcoming reticence<br>a. I feel confident and comfortable in helping all the teachers and students overcome reticence to using VC<br>b. I am able to help some teachers and students overcome reticence to using VC<br>c. Once in a while I try to help teachers and students overcome reticence to using VC<br>d. I do not usually talk to teachers or students about the reticence to use VC<br>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?**