

**Teacher Responses for Summative Report--TLCF 2001
Mt. Juliet High School**

To finalize TLCF grant requirements, you are asked to complete the following, submit it to Sandy Haskell, and sign off on the date you returned it. This is to be sure we receive a response from each teacher who participated in the TLCF training even though your responses are anonymous. You may want to refer to the Basic Skills Rubric and Integration Rubric used in your Technology Improvement Plan Portfolio (notebook) received during training for some questions. Collectively, your responses will become a part of our end-of-year summative report. This document should be returned to Sandy no later than May 17th, 2002.

Principal's Signature

What is your primary departmental assignment (i.e. math, science, English, etc.)

What was the best part of the TLCF Grant IN TERMS OF IMPACT on teaching and learning strategies?

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What was the worst part of the TLCF Grant IN TERMS OF IMPACT on teaching and learning strategies?

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Reflect on where you were at the beginning of this year in terms of technology basic skill and technology integration into your classroom learning.

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Where are you now with both basic skills and integration? Indicate if you improved, how your improvement was made, and what significant factors contributed to your improvement.

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The following is a list of changes that might or might not occur in teaching as a result of increased use of educational technology. Please indicate if any of the changes have occurred in your teaching as a result of your use of educational technology by indicating if you disagree or agree with the each of the following statements. **Choose one per item.**

As a result of using educational technology in teaching during the 90-minute block schedule	Strongly disagree	Moderately disagree	Moderately agree	Strongly agree	N/A
I need 90-minute blocks of instruction time to effectively use technology-based lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work more collaboratively with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself in the role of facilitator in the classroom more often than I used to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students get so wound up, it is difficult to get them to settle down afterwards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained skill dealing with multiple activities in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students can cheat more easily – copying work and turning it in as their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more reflective about basic teaching goals and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have students work independently more, i.e., explore a topic on their own, revise own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I give up too much instructional responsibility to the computer– like I'm not really teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students like to use computers because it allows them to be more engaged in their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more off task when using computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Over the last year, **what changes in academic achievement/performance** in your students have you noticed, if any, that may be related to the general increase in the use of educational technology? **Choose one per row.**

Noticeable changes in students that may be related to use of educational technology	Decrease	Slight Decrease	No Change	Slight Increase	Increase	N/A or Don't know
The breadth of students' understanding of the subjects taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The depth of students' understanding of the subjects taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time students spend working with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' independence as learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' engagement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the products students are able to create	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of students' writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of initiative students take outside class-time—doing extra research, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' achievement on my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' problem- solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity for students with special needs to participate meaningfully in the general curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During class time in your main teaching assignment over the past year, how frequently did your students use educational technology to do the following? **Choose one per row.**

How frequently did your students use technology during class to...	Never	1-2 times per school year	3-5 times per school year	About once a month	About twice a month	About once a week	Daily
...solve problems/analyze data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...present information graphically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...produce multimedia reports/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...do research using CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...do research using the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...correspond with experts, authors, students from other schools, etc. via e-mail or Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...express themselves in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...improve their basic computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have free time, as a reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activity, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, **how well prepared are you** to use computers and the Internet for student-centered, project-based instruction? **Choose one.**

- Not at all prepared
- Somewhat well prepared
- Moderately well prepared
- Very well prepared

To what extent has formal educational technology-related professional development increased the following? **Choose one per item.**

Did formal educational technology-related professional development increase...	To what extent increased?		
	Not at all or very little	To some extent	A great deal
...your overall ability to incorporate technology into your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your knowledge about and ability to use computers in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your interest in using computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your use of computers for communicating with parents, colleagues, and students, and in preparing to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your ability to develop computer-based activities for student use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your ability to use new teaching methods involving computer technology (e.g., webquests, project work, digital camera, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your ability to use technology to make possible collaborative activities with your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the critical thinking skills you try to develop in your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your students' academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the way you assess student work (e.g., rubrics, checklists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your ability to find resources such as lesson plans on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate to what extent, if any, the following are barriers to your use of educational technology. Choose one for each item.

To what extent, if any, are the following barriers to your use of educational technology?	Not a barrier	Small barrier	Moderate barrier	Great barrier
Hardware/Peripherals				
There are no up-to-date or not enough up-to-date computers for student use in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are no up-to-date or not enough up-to-date computers for student use in our school available for teachers to schedule and/or use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The desktop lab on the first floor is difficult to schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wireless carts are difficult to schedule for classroom use due to frequent use by some/many teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software Resources				
Our school does not have adequate software resources to effectively implement technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There's a lack of educationally relevant software products for my subject and/or department to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistical/Other Barriers				
Block scheduling does not provide adequate time to do technology-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes considerable amounts of time to develop good technology-based lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to develop the activities/lessons that use technology because it requires a great deal of my personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate technical support/advice for educational technology use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators do not fully understand the impact of educational technology use on classroom learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate support is not available from the technology coach to improve my teaching strategies for use with technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate training opportunities exist for teachers to use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of release time during the school day to learn/practice/plan ways to use educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More assistance should be available from curriculum supervisors to help me improve my teaching with or without the use of technology				
Students do not have the needed skills to use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you ...

	Yes	No	How many times
...meet the requirement to implement technology-based lessons this year	<input type="radio"/>	<input type="radio"/>	
...take your classes to the first floor computer lab to use the desktop computers	<input type="radio"/>	<input type="radio"/>	
...take your classes to the library to use the computers	<input type="radio"/>	<input type="radio"/>	
...reserve the wireless carts over and above your required lesson	<input type="radio"/>	<input type="radio"/>	

Permission was granted from The Office of Educational Technology, U.S. Office of Education to modify parts of an original survey posted at <http://www.ed.gov/Technology/iset.html#view>

Thank you for your responses. Please be sure to return this document to Sandy or Joy, sign your name and the date you returned it.