Evaluation Plan

Flandreau School District
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I. Evaluation Purpose

In 2009 the Flandreau Public school district actively set forth a technology plan that will remain effective until 2012. In this plan goals have been set in regards to the technology infrastructure as well as the use of technology by students, parents, teachers, administrators, and other stakeholders. The purpose of this evaluation plan is to address issues of implementing existing technology, reaching standards, student achievement, parental and community involvement, as well as improving technology training.

- To determine what technology goals have been met if new ones need to be put in place to improve the current program.
- To determine concerns and/or issues of the teachers with the current program.
- Determine what additional professional development experiences teachers would like to help reach the technology goals the best we can.
- Determine if current technology tools are being used as efficient as possible in classroom.
- Determine the effect technology is having on teachers and students.

II. Evaluation Audience

The audience for this evaluation will be the district support personal, administrators, teaching staff, school board, parents and community members. These are the key people that need to know how this technology program has affected our school and student learning. The Education foundation committee also will play a role in the audience. They can look to see if their funds can or have already supported the technology program and if the technology program has been effective with using these funds to help improve student learning. The State Department of Education will also have interest in this evaluation as the technology plan determines e-rate and Title II, Part D funds for the school district. The findings can help support the improvement of the technology program, as well as the justification for it. The findings will also establish if the district is headed in the right direction.

III. Description of the Evaluand

Flandreau is located in Moody County and is the county seat. In 1999 the median income in Moody County was $35,467. Royal River Casino is one of the largest employers in both Moody county and Flandreau employing 410 people. While the casino brings in tourism and revenu it is not the only major company there. Dakota Layers employs 30 people but has a revenu of $10 million. According to the 2000

Census, Moody County had 3 percent unemployment rate. The Census also gives the educational attainment rates for Moody county with 44 percent of the workforce having a high school diploma and 25 percent having a college degree.

The Flandreau School District is located at 600 West Community Drive in Flandreau, SD. The school district is a public school that consists of one building containing the primary school, middle school, and high school. Included in the building is a gymnasium, county/school resource center, and a multipurpose room. Connected to the building is the National Guard Armory and Community Center. The district currently employees 61.4 full time teachers in the 2009-2010 school year. The student to teacher ratio is 10 students to 1 teacher.

In the 2008-2009 school year the district had 583 students enrolled. Of those enrolled 38 percent of students are Native American. Of those enrolled 92 students were classified as having special needs and 49 percent were eligible for free or reduced lunch. Students who took the ACT scored below the state average with an overall average score of 20. Ten students were enrolled in Advanced Placement Courses and thirteen were enrolled in Credit Recovery Courses. Last year the graduation rate was 80 percent and fifty percent of the students planned on going on to a four-year college or university. Flandreau consists of students from kindergarten to the 12th grade. Grades 6-12 allowed state e-mail accounts and grades 9-12 implement saving files on their portables to their My Documents file.

The district is connected to the internet through three T1 lines provided by the state's CTS project. The district runs Category 5 twisted pair wire with an Ethernet infrastructure. There is a fifty micron fiber optic backbone connecting four wiring closets. The district has approximately 470 drops (6 drops per classroom) in the high school / middle school complex, 40 drops in the Resource Center and 352 drops (6 drops per classroom) in the elementary building. It also has four networking closets.

The district is in its fourth year of being of the State's Classroom Connection project. It currently supplies all 9-12 students and staff with laptop computers. Currently all K-8 classrooms have a multimedia projector and a smart board installed. All high school classrooms have an Epson Powerlite 1715c projector installed. Every administrator, counselor, and faculty member is supplied with a laptop and desktop computer. A desktop computer is provided to each support and secretary staff, as well as the janitorial and kitchen offices. The district also has four stationary labs, 2 PC labs, one stationary laptop lab, and one OSXMac lab. The district also holds two mobile laptops labs. All computers are connected to the network and Internet. The district also has two distance education classrooms. The district uses Altiris as an imaging process to update necessary district software. The district has two certified technicians to help with hardware and software maintenance. There are also twenty-one cameras placed strategically around the building help ensure the safety of the students and staff.

There are many opportunities for professional development. The technology coordinator organizes Tech Wednesday courses, CRASH (Computer Related After

School Happenings) courses, online video and/or pdf How-Tos and/or one-to-one assistance. There are also other areas that the technology coordinator will provide assistance to upon the request of the staff members

IV. Guiding Evaluation Questions

The following questions are intended to help stakeholders identify the strengths and weaknesses of the technology program. They will help guide the evaluation of the program and technology plan.

1. Is the technology in the school sufficient to meet learning and productivity goals? What adjustments are required to align technology tools with desired learning outcomes?
2. What impacts on student learning does technology integration reveal?
3. What technology is being used in the classroom and how is it being used to meet higher order learning outcomes?
4. How has the professional development helped teachers integrate technology into the classroom?
5. What precautions are being taken to protect students when using the internet?
6. How has community and parental involvement with technology helped meet student learning goals?
7. Is the hardware and software that is available in the school district sufficient to support the learning goals?
8. What immediate technology support would be availble if hardware/software would backfire?

V. Description of Evaluation Approach

An external formative evaluation will be done using the district's technology plan that is in effect from July 2009 until June 2012. Other information will be obtained from the South Dakota Department of Education and the Flandreau School Districts website. This different evaluations will be conducted several times throughout the evaluation process to be sure that goals ate being met. Checking to make sure that improvements are being made and questions are being answered will help to guide this evaluation process. Surveys or discussions with teachers in the classroom will take place to see if technology integration is the best way to enhance learning in the classroom and if it is effective.

VI. Identifying and Collecting Evaluation Data (See table 1)

This section of the evaluation plan is intended to collect data that can help answer the evaluation questions. This data will help improve the ongoing progess of the technology plan and program. It will also be used to help reorganize the technology plan required by the state. To obtain information in regards to using technology in the classroom, we have created a teacher and student survey that will be completed at the end of each semester. The teacher survey will find the following:

- Teachers' technology proficiciencies

- Use of specific technologies in the classroom
- Perceptions of technology's impact on teaching and learning
- Issues they currently have with technology
- Changes they suggest in technology
- Technology they use for personal use

The student survey will identify the following information:

- How often students use computers
- What classes and locations they use technology
- How they use technology
- Technology proficiencies

These two surveys, along with the other data sources obtained, can help the school district improve teaching strategies and purposes. We have created a table that explores our evaluation questions and their importance. We have separated into what the evaluation question is and why it's important. We then will discuss what information we need to find to answer the question and what data sources will obtain this information. We also have to determine how often we need to collect the data. After collecting the data, we discuss how we are going to use this data source to obtain the results. We explain what means of measurement will help us answer our question.

Table 1

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
1. Is the technology in the school sufficient to meet learning and productivity goals? What adjustments are required to align technology tools with desired learning outcomes?	• To identify what technology is capable of running programs that are used in the classroom for learning. • Identify existing issues with available technology. Identify solutions to existing problems with technology.	• What technology do stakeholders use to help meet learning goals • What problems exist with the current technology Is there any new technology that stakeholders wish to use to help meet learning goals more effectively;	• Teacher survey given at the end of each semester (December and May) • Student survey given at the end of each semester (December and May) • A set of interview questions will be given to one teacher and student monthly, chosen by the technology committee at monthly meetings.	• A histogram will be used to show the frequency of use of technology by teachers each semester. • Their will be a comparison of qualitative results of the teacher and student surveys from each semester to monitor progress and use of the technology as well as monitor satisfaction or areas of improvement. We will look at the what the average is in all specific areas of the questions and see if there is an improvement or not. • The interview data will be compiled to show correlations and patterns with the use of technology as well as any common needs.

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
2. What impacts on student learning does technology integration reveal?	• To acknowledge if technology has a positive or negative impact on learning. • To identify if there needs to be more integration of technologyl • Recognize any changes in the way technology is being implemented.	• Identify teachers' and students' views of the technology integration on student learning. • Recognize any physical evidence of improvement on scores of assessments. • Find any student behavior differences due to technology integration.	1. Classroom Observation Checklist given with yearly teacher evaluation. 2. Teacher interview questions given monthly by a purposive sampling system, interviewing only one teacher and student. 3. -Student interview questions can be done through a cluster random sampling system each month. 4. Teacher and Student Survey given each semester. 5. DakotaStep Test given evey April 6. ACT test scores can be obtained at the end of the school year. 7. The ASVAB test is given late fall and results are given to schools around January.	• Data collection from the observation checklist will be compared by looking at frequency of answers and opinions. • Student and teacher survey results will be tallied to the frequency of answers pertaining to technology integration will be compared. • State and National test results will be collected and compared for 5 years and the correlation of scores to hours of use of technology in a classroom will

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
3. What technology is being used in the classroom and how is it being used to meet higher order learning outcomes? Standards will focus around the International Society for Technology in Education National Educational Technology Standards (ISTE NETS).	• We need to know what technology is being used in each classroom to make sure it is current, can share ideas with other teachers, and look for updating it. • We also need to know to what extent the technology is helping reach the goals of higher learning outcomes and thus analyze our instruction techniques specifically related to technology.	• Identify what technology each teacher uses. • Identify what each teacher specifically expects as higher learning outcomes. • Recognize how the technology is being used towards each teacher's goals.	• At the beginning of the school year, each teacher will be asked to write their goals/objectives for each unit of each class. • Teacher and Student Survey given each semester. • Classroom observations done yearly by an administrator can be used to observe firsthand what technology is integrated in daily classroom environments. • Lesson plans will be collected to ensure teachers are using technology to accomplish their higher order learning.	• Goals/Objectives and how technology plays a role in attaining our goals will be collected from all teachers and compared to curriculum guides and ISTE NETS. • Frequecy of technology use will be determined by comparing results of teacher and student surveys.The results of the teachers survey will be evaluated to see if their initial goals and objectives were met for the semester. • Information will be compiled based on the observations done by the administration. Information collected will include type of technology being used, time technology is used, if technology engages students, and take this information and compare to ISTE NETS. • Compile lesson plans to ensure teachers are working towards their goals and objectives. Also use the lesson plans to evaluate how the teachers use technology to engage students and accomplish higher order learning outcomes.

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
4. How has the professional development helped teachers integrate technology into the classroom?	• We need to assess what teachers have learned about technology and how well they are incorporating it into the classroom. • Once we understand where the teachers are at, we will be able to focus attention on strengths and weaknesses in technology in the classrooms based on the ISTE NETS.	• Identify workshops and/or conferences that have been available to teachers. Are inservices used for these professional development topics, or do the teachers need to attend on their own time? • Which types of professional development have the teachers taken advantage of most often. • Identify what technology have teachers incorporated into their classrooms as a result of the professional development.	• Annual Teacher Professional Development Survey for teachers given each May. • Professional Development Teacher Study Group: At the end of each semester, a study group of teachers also can be used to share ideas, accomplishments, and concerns on certain professional developments. These study groups can take place at an elementary, middle school, and high school staff meeting.	• The technology committee will compile the information gained from this survey. They can assess what professional development opportunities where available, the quality of these, and if more need to be added. The committee will use this information to recommend which opportunities are worth the teachers' time and what concerns teachers have. This also will determine if further training on certain professional development areas is needed. • The study group will use the ISTE NETS standards to assess technology use in the classroom. They will also compile all of the recommendations to present to the administration at the end of the year.

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
5. What precautions are being taken to protect students when using the internet?	• We need to know that students will be able to access content that is relevant to classroom materials and school. • If there are issues with sites that are available to students, changes should be made immediately.	• Identify what filters are being used to block unwanted content • Review school policy to ensure there is direct teacher supervision while students are on the computers • Identify if there are ways for students to get around filters. • Make sure educational sites that are used by teachers are avaliable • Discuss if the security affecting technology integration	• Tests should be done weekly or biweekly to make sure that the filters being used are in place and work. Tests can be done by using search engines and looking up different content or images that should be blocked. • Teachers can monitor this each time they allow students to use the internet by looking at student computer screens to make sure that students are only on appropriate sites. • The technology coordinator should send out a request form for sites teachers are wanting open for educational purposes. A simple request form can be sent out quarterly to teachers to see if the security is affecting the use of technology in the classroom and in what ways. This request can be a simple e-mail sent out quarterly in request for them to reply with concerns and ideas.	• Computer technology staff should make a list of sites that show up and should not so they can fix the problem. This allows stake holders to see that technology staff are constantly trying to keep up with the day to day changes on the internet. • Also keeping updated on current educational sites can be helpful when opening sites for teachers and students. It's key to make sure tools and software run as efficient as possible.

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
6. How has community and parental involvement with technology helped meet student learning goals?	• Knowing how much parents, community members, and other stakeholders are involved with the school shows how much support the school gets. If others are around to support student learning with technology, students can get excited to share what they know.	• Review the goals that are trying to be met • How will this be measured; • Check what technology students have access to from home • Identify the abilities parents and community members have with technology	• A survey(s) should be given to parents, and other stakeholders (guardians) at the beginning and end of the year. • Parents should have access to school related internet sources. • Stakeholders can share information such as: technology knowledge, thoughts on student improvement regarding technology, and what school resources are use (such as the website, parent portal,...etc.).	• Technology committee members will compare and contrast the beginning and end of school year survey results from parents, teachers, students, and other stakeholders. The information should show how much stakeholders are involved in student learning and how technology has helped their involvement. • The information will be tallied

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Info will be collected	Analysis and Interpretation
7. Is the hardware and software that is available in the school district sufficient to support the learning goals?	A need to find out if current technology correlates with the learning goals that want to be met.	• What technology exists in the school district • What technology is needed to support the learning goals	• Hardware and Software Inventory List will be audited at the end of the school. • Teacher and student survey given at the end of each semester. • Computer Software Request Form to fill out with requisitions yearly. • School Website Evaluation form given biyearly at parent/teacher conferences	• Compile data from the hardware/software list and take an analysis of the date, capacity, and performance of the current hardware and software • Compiling the frequency of what software and hardware is used by students and teachers by using a bar graph or frequency table. • Compiling the frequency of requests and issues with hardware and software using a bar graph and frequency table. • An analysis of software requests, uses for it, and money will be compiled and compared to see what are the best options for the school. • Website evaluation forms will be complied and a frequency table of answers will be compared to help with improvements.
8. What immediate technology support would be availble if hardware/software would backfire?	Teachers will need to know what support is available if the technology they use breaks down.	• How many people are apart of the technology support staff? • When will the support staff be available? • Is there other equipment available if something should break down?	• District records will show records of the number of technology staff members, their hours, as well as a record of equipment available. • Teachers can provide feedback on survey at the end of each semester.	• Records will be documented and compared to previous years. • Teachers feedback will be collected, documented, and compared from semester to semester.

VII. Data Reporting

Data will be being collected throughout the year. At the beginning of the school year teachers will turn in their goals and objectives for each class. Then throughout the year teachers will be observed by administration, lesson plans will be collected, and standardized test results will be available. Teacher and student surveys will be given at the end of every semester. Parents will also be completing a survey at the beginning and end of every year. Along with the surveys, there is a study group that meets at the end of each semester and interviews that occur each month. With all of this information coming in, the data will need to be reviewed after each semester to ensure staying updated. Once the data has been collected, compiled, and assessed an entire staff meeting will take place to inform them of the results twice a year.
The information received will be complied into a report and then archived in order to be able to compare results from semester to semester and year to year. At the end of the year there will be a stakeholder meeting where all the stakeholders will review the data and draw conclusions and make goals and objectives for improvements.

VIII. Implementation of Evaluation

The evaluation plan will begin at the beginning of the school year. A group of teachers, administrators, technology coordinators, and parents will meet to review the previous year's technology plan. They will then randomly select people who will take surveys. The survey participants will take the survey at the beginning and end of the school year to see if their attitudes have changed.

Community members will be informed when the evaluation begins through the district news letter. The information can also be made available on the district webpage. Those who are asked to participate in the survey will be sent a letter asking for their participation as well as giving them some additional information as to the importance of the information the district is trying to obtain. Once they have had time to consider the importance of the survey participants will be sent a link to the online survey or sent a hard copy, depending on which is easiest for the individual.

Appendix A: Data Collecting Sources

I. Teacher Survey

Flandreau Public Schools
Teaching and Learning with Technology -- Teacher Survey

Dear Flandreau Teacher:

The following survey is part of the district's effort to assess how computer and information technology is *currently* used to support teaching and learning across the district. We realize that there are many different points of view and opinions related to how the district should implement its technology plan, and this survey is one way in which we will be gathering information on those varied opinions and experiences. In addition to this survey, we will also be visiting each school, observing teachers and students, and conducting teacher/administrator interviews.

In the following survey, we want to discover your current comfort level with regard to various instructional technology tools and techniques. We also want to learn about how you currently perceive of the value of technology as a tool for improving student performance and achievement. Therefore, these questions ask about your beliefs and attitudes related to technology integration, and a bit about your current technology skills. Many of the questions are multiple choice, **but we also have provided a space at the end of the survey for you to enter as much text as you might wish**. Please feel free to use this text space to add any additional comments (positive or negative) you might wish.

We will analyze this survey's data in aggregate to determine an overall picture of teacher skills in this district. We **will not** track the responses from individual respondents, and therefore all of your responses will be anonymous.

Thank you in advance for your time!

At which school do you work?

What is your current position?

Please let us know approximately how long you have been teaching:

Please Note *-- For the purposes of this survey, "technology" is defined to be information technology such as computers (desktop, laptop, handheld), networks, software, and the various devices (e.g., InFocus projectors, assistive/adaptive devices, etc.) attached to computers. We specifically are not including non-computer technologies such as overhead projectors and VCRs.*

Teacher Technology Proficiencies

For each of the following 8 questions, please choose what you believe to be your level of proficiency from the pull down menu to the right of the question. *Please choose your proficiency level even if you do not currently have access to the technology (equipment, software, etc.) being discussed.*

Choose your level using the following scale:

1:Beginner (I can do a little of this) 2: 3: Novice (I can do some of this) 4:
5:Proficient (I can do most of this) 6: 7: Expert (I can teach others to do this) 8.

1. I am able to use a word processor to develop written professional work (e.g., memos, worksheets, and communications with parents). I know how to edit and spell-check documents as needed. I can format documents.	
2. I am able to use software such as PowerPoint or Hyperstudio to create presentations. I can add text, graphics, video, audio, or hyperlinks to presentations.	
3. I am able to use a spreadsheet for several purposes. I know how to make calculations. I can use basic functions (e.g., sum or average). I can use a spreadsheet to make a graph, chart, or table.	
4. I am able to use my K-12 state email account to send and receive email. I can send and receive email attachments (files). I can send emails to multiple addresses. I can forward email.	
5. I am able to make use of WWW search engines (e.g., Google) to find online information and resources. I can use advanced searching features (e.g., boolean operators such as "and" or "not"). I am familiar with specific educational web sites (e.g., MarcoPolo) and I can bookmark my favorite sites.	
6. I am able to create web pages using web-authoring software or an online web page building service.	
7. I am able to use devices such as digital cameras and scanners to capture, save, and manipulate digital images. I can transfer digital images into a variety of software applications (e.g., word processors, presentation software).	

8. I am able to use a laptop as a professional tool. I am able to connect a laptop to the Internet.	

Use of Specific Technologies <u>At School</u>

For each of the following 19 questions, please indicate the approximate frequency with which you use and/or assign the use of the following technologies. We only want you to consider those technologies that you and your students use <u>at school</u>. *Again, please only consider technology use at school and <u>not</u> technology that you or your students might use at home.*

Use the following scale:

1:Never 2: 3: Several times a year 4:
5:Monthly 6: 7:Weekly/Daily 8:

9. I use word processing to create or plan classroom activities	
10. I use presentation software to organize or present curriculum information for students	
11. I use spreadsheets to store and analyze student information	
12. I use the Internet to locate and/or download professional resources (e.g., lesson plans, curriculum ideas, etc.)	
13. I will have my student use drill-and-practice software or software-based tutorials to build basic skills	
14. I will have my students work in small groups to complete activities that require the use of technology	
15. I will have my students use technology to complete work products or performance tasks that demonstrate mastery of specific content standards	
16. I will have my students use word processing at multiple stages of the writing process	
17. I will have my students use word processing *to edit each others work*	
18. I will have my students complete assignments using presentation software (e.g., PowerPoint, KidPix, Hyperstudio)	
19. I will have my students use a spreadsheet to organize and analyze data, create graphs, or create things such as budgets	
20. I will have my students use the Internet to complete a research project or assignment	
21. I will integrate online activities such as WebQuests or virtual field trips into classroom activities	
22. I will have my students post information to a web page as part of a	

classroom activity or project	
23. I will have my students use multimedia devices such as digital cameras or scanners as part of classroom activities	
24. I will have my students use laptop computers (not AlphaSmarts, but full computers) during classroom activities or projects	
25. I will review with my students the rules for acceptable use of technology as well as strategies to avoid plagiarism	
26. I will use technology (i.e., email or a class web page) to communicate with students and/or parents about homework assignments, classroom events, etc.)	
27. I will meet with colleagues to talk about issues of teaching and learning related specifically to technology integration	

Your Perceptions of Technology's Impact on Teaching and Learning

The following statements are intended to gauge your opinions about how technology impacts students and their work either at school, at home (or both). Please check all of the following statements with which you agree. Leave blank any with which you do not agree.

	At School	At Home
28. My students use technology to develop mastery of basic skills (reading, writing, mathematics, etc.)	☐	☐
29. My students use technology to become more critical thinkers	☐	☐
30. My students use technology to access, integrate, and analyze information relevant to interdisciplinary problems	☐	☐
31. My students use technology as a tool for self-directed learning	☐	☐
32. My students use technology to solve relevant, real-life, problems	☐	☐
33. My students use technology to discover concepts and prove relationships	☐	☐
34. My students use technology tools in ways that parallel and model the way that technology is used in the world of work	☐	☐
35. My students use a high degree of personal judgment when choosing and applying technology tools in their learning activities	☐	☐

Please respond to the following yes/no and short answer questions:

	Yes	No
36. I expect my students to use a variety of online, curriculum-specific, resources in their work (you may name specific resources in the "Additional Comments" space at the end of this survey)		
37. I know what it means to "differentiate" instruction.		
38. I employ differentiated instruction strategies routinely in my curriculum design work		
39. I am able to identify the particular curriculum framework standards being addressed by technology-infused activities/units I teach		
40. I am familiar with the Youville Instructional Technology Learning Expectations for my students' grade level		
41. I feel personally responsible for guiding my students in the use of appropriate technology tools and strategies within their learning activities		

Please complete the following sentences...

42. I know that my students are highly engaged in their learning experiences when I see:

43. One thing that I would like to see changed in terms of how technology in implemented in my school is:

44. Issues I have with the current technology in the school are:

45. Which of the following technologies and digital tools do you use for Instructional Use? Check all that apply.

- [ ] Which of the following technologies and digital tools do you use for Instructional Use? Check all that apply. Blogs
- [ ] Social Networks (examples: myspace, facebook, flickr)
- [ ] GPS (Global Positioning System)
- [ ] None
- [ ] Wikis
- [ ] Desktop computer/Laptop Computer
- [ ] Instant messaging or chat
- [ ] Database software (e.g. FileMaker, MS Access)
- [ ] Online games
- [ ] Digital cameras
- [ ] Message boards
- [ ] Digital camcorders/video recorders
- [ ] PDAs/Smart phones
- [ ] Video chat (examples Skype, AIM video chat)

Other (please specify):

46. Which of the following technologies and digital tools do you use for Personal Use?

- [ ] Which of the following technologies and digital tools do you use for Personal Use? Video chat (examples Skype, AIM video chat)
- [ ] Digital camcorders/video recorders
- [ ] None
- [ ] Digital cameras
- [ ] PDAs/Smart phones
- [ ] Social Networks (examples: myspace, facebook, flickr)
- [ ] Instant messaging or chat
- [ ] Online games
- [ ] Blogs
- [ ] GPS (Global Positioning System)
- [ ] Message boards
- [ ] Desktop computer/Laptop Computer
- [ ] Database software (e.g. FileMaker, MS Access)
- [ ] Wikis
- [ ] Other (please specify)

II. Student Survey

Student Technology Survey

We need your help to learn about how technology is being used in your school. There are no right or wrong answers to these questions.

Do not put your name on this survey. Thank you for your help!

(Please do not use abbreviations)

1. Gender: ☐ Female ☐ Male

2. Grade Level ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

3. Do you have a computer at home? ☐ No ☐ Yes
(if yes, check what your computer has)
☐ CD-ROM
☐ Internet Connection
☐ Both

4. On average, about how much time **per week** do you spend using a computer **in school**?
☐ Little or no time ☐ 30 to 60 minutes ☐ Less than 15 minutes

☐ 60 to 90 minutes ☐ 15 to 30 minutes ☐ Over 90 minutes

6. Check **all** of the classes for which you used computers this year.
☐ English/Language Arts ☐ History/Social Studies
☐ Physical Education/Health ☐ Music/Art
☐ Science ☐ Math
☐ Business Education ☐ Foreign Language
☐ Other:_____

7. Check **all** of the places where you used computers for school this year.
☐ A Regular Classroom ☐ Computer Lab — Teacher Assigns Use
☐ School Media Center/Library ☐ Computer Lab — I Choose When to Use It
☐ In My Own Home ☐ Community Center or Public Library
☐ After-school Program

Directions: Please rate how often you do each of the following at school by checking the appropriate box to the right of each item using the following scale —

Statement	A Lot	Sometimes	Never
8. I use technology to learn basic skills in math, reading or spelling			
9. I have trouble understanding text, numbers or graphs when they are shown on computers			
10. I communicate with others using technology (e.g., e-mail)			
11. I know which technology, software and online services to pick to help me solve problems			
12. I use technology to find the information I need (e.g., search the Internet, use an electronic library catalog)			
13. I use pictures and graphs in my computer work to better explain my ideas			
14. Technology helps me understand how the things we learn in school relate to real-life situations			
15. I use computers to find information from sources that are like printed books (e.g., electronic encyclopedias)			
16. I use technology to find information that is not in our school library or			
school books (e.g., U.S. Census data describing people who live in a city)			
17. I use technology to solve short problems (e.g., list the population of several African nations over the last five years)			
18. I use technology to solve more complex, real-life problems (e.g., create a multimedia presentation on how to reduce pollution at school)			
19. I work in a team with other students when I use technology.			
20. I use computer programs to predict how things in the real world might change (e.g., predict population growth in a city)			

Directions: Please describe how much help you need to do the following activities:

Statement	**I *can't* do this (or I have never done this)**	**I can only do this with help**	**I can do this *without* help**
21. Use a computer to search for information on a CDROM (e.g., an electronic encyclopedia)			
22. Send and receive messages on a computer chat room or bulletin board			
23. Develop Web pages for the Internet			
24. Use a word-processing program			
25. Use a spreadsheet program			
26. Use a presentation program (e.g., PowerPoint)			
27. Send and receive e-mail messages			
28. Search the Web to find material for class assignments .			
29. Conduct electronic information searches on the WWW.			
30. Use simulation or story-based learning programs(e.g., Oregon Trail, Where in the World is Carmen San Diego?)			
31. Develop multimedia presentations on a computer (pictures, sound, writing)			
32. Use skill-building programs to learn things such as math facts, spelling and typing skills			

33. How would you rate your overall ability to use technology?
□ I can use technology without assistance whenever I need to.
□ I need minimal assistance when using technology.
□ I need a lot of assistance when using technology.

□ I can not use technology without assistance.

Directions: Please answer the following questions either Yes or No.

Question	Yes	No
34. Do you know if your school has an Internet Use Policy?		
35. Have you ever signed an Internet Use Policy for your school?		
36. Have your parents been asked to sign an Internet Use Policy for your school?		
37. Do more than half of your teachers use technology in their classroom instruction?		

If you answered yes on #37, how frequently, on average, does this occur?

□ Daily
□Once or twice a month
□Once a week
□A few times each year
□More than once a week

If answered yes on #37, what type of technology do your teachers use? Check all that apply.

□computer (desktop or laptop)
□projector
□TV
□DVD/VCR
□Interactive white board
□Digital Camera
□Video Camera
□ Other: _____

Thank you again for your help!

III. Classroom Observation List

Classroom Observation Checklist

Observer # _____ Grade Level _____

Content Area/Course _____ # of Students_____

w/o laptops _____ Room Arrangement _____

1. Class Organization –How are students working? (mark all that apply referring to the time segment it took place)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
Individual students working alone												
Pairs of students												
Small groups (3+ students)												
Whole class												
Student presentations												
off task												

2. Teacher Role--What is the teacher's role?

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
Directing whole group (telling,lecturing) group												
Interactive whole group												
Modeling whole												
Facilitating / coaching												
Managing behavior or materials												
Administrative tasks (gradebook, attendance, etc..)												

3. Student use of eCommunication tools---(Mark all apply for time segment used)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
□Word processing												
□Creating presentations												
□Email												
□Discussion boards/listserves												
□Chat												
□Blog												
□Podcast												
□Other_____ _____												

4. Student creation of projects/products --(mark all that apply)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
□Web authoring (Frontpage, Mozilla, NVU, DreamWeaver, etc.)												
□Brochures/Fliers/Desktop Publishing												
□Video production/editing												
□Multimedia authoring (HyperStudio, eZedia, PowerPoint)												
□NoteTaker Notebooks												
□Graphics & Images (Photoshop, Graphic Converter, cameras, etc.)												
□Other_____												

5. Student use of Inquiry tools (mark all that apply)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
Online searching												
Internet web sites												
Teacher bookmarks, launch page, link list												
CD Rom (encyclopedias)												
Social Bookmarking (Furl, etc												
Automated library system (Lexus Nexus)												
Concept mapping tools (Inspiration, OmniGraffle, etc.)												
Other_____												

6. Student use of content specific learning tools (mark all that apply)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
WebQuest												
Simulation/modeling software												
Probes/data gathering tools												
Data analysis software (spreadsheet, charts, graphs, etc.)												
Virtual manipulatives												
Robotics (LEGO, etc.)												
Other												

7. Student use of electronic content and instruction (mark all that apply)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
Online Texts												
Drill and practice tutorials												
Computer Learning Systems												
Textbook-linked software												
Learning assessment software												
Streaming Video												
Other_____												

8. Student level of technical skills (mark one)

Need lots of help (more than 20% are unable to proceed)	Somewhat skilled (10-20% need some assistance from teacher)	Independent (fewer than 10% need assistance from teacher)

9. Learning Styles used

(mark all that apply)
- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Bodily Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalistic

Notes:

10. Cognitive Level - **Bloom's Taxonomy**(mark all that apply)

Time Segment in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
Remember												
Understand												
Apply												
Analyze												
Evaluate												
Create												

11. Briefly describe the lesson.

12. Note any off task or inappropriate behavior:

13. Curriculum Fit: How would you rate the relevance of the technology activity to unit objectives/curriculum? (check one)

No connection to the curriculum	The activity was of limited relevance to the curriculum	The activity was moderately useful in teaching the content; other topics might have been more important to the curriculum	The activity clearly addressed a piece of the curriculum; the topic was as important as others to the curriculum	The activity addressed an essential piece of the content; it would have been very difficult to address the rest off the unit without addressing this piece of content

14. Level of Technology Integration:

No technology used	Technology was irrelevant to the content	The technology was moderately useful in teaching the content; other approaches might have been as effective	The technology clearly enhanced the lesson content; other approaches would not have been as effective	The technology was essential to the content; it would have been very difficult to present the lesson by other means

15. Student Engagement Indicators – Make notes on your overall impression of the lesson:

Hands-on Work	**Tied Into Interests & Made Interesting**
Learning Put In Context	**Students Given Choices**

=P

IV. Interview Questions for Teachers

Teacher Interview Questions

Questions	Notes
• How would you apply technology to enhance daily instruction and increase student learning?	
• What activities has this technology replaced, if any?	
• Are you comfortable with the use of technology in the classroom?	
• What are your computer skills? What computer software have you used?	
• What technology-based activities do you have your students do?	

V. Student Interview Questions

Student Interview Questions

Question	Notes
1. What percentage of the teachers you've had seem to embrace the use of technology in their instruction?	
2. How is the learning experience different for you versus learning with teachers who avoid technology?	
3. Does technology ever distract from your learning? In other words, are the temptations of getting off task enabled when you're working on computers ?	
4. Describe what level of Internet filtering you feel is needed or acceptable at your school.	
5. What technology tool would you MOST like teachers and school districts to incorporate in the classroom?	

6. If you could change your school experience to make it more relevant and engaging, what changes would you make?	
7. Please share with us (1) your most memorable technology learning experience in school,	
2) your most memorable technology learning experience outside of school, and	
(3) which of these experiences do you believe was more beneficial to you academically?	

VI. Hardware and Software Inventory List

Hardware and Software Inventory List

Computers	Hardware Size (RAM & CPU capacity)	Model Purchased	Serial Number	Date Purchased	Cost

Peripherals	Features	Model Purchased	Serial Number	Date Purchased	Cost

Software	Key Code	Version	Date Purchased	License Agreement

VII. Parent Survey

Your input is extremely valuable in helping us build a technology-rich educational environment. Thank you for taking time to complete this survey.

*

1. How important do you feel the use of technology is in the educational environment to insure students are successful in his/her endeavors?

- Critically Important
- Important
- Not Important

*

2. How important do you feel student laptops are for the future of technology usage in our schools?

- Critically Important
- Important
- Not Important

3. How proficient are you in basic office software, i.e. word processing, spreadsheets, presentations?

- Extremely proficient
- Somewhat proficient
- Not proficient at all

*

4. How important is it for students to be proficient in basic office software, i.e. word processing, spreadsheet, and presentation software?

- Critically Important
- Important
- Not Important

*

5. How often has your child sought employment where technology skills were a requirement?

- 1-5 occasions
- 6-10 occasions

Never

6. How would you rate your child's technology skills?

Extremely proficient

Comfortable with technology.

They needed lots of training.

*

7. How would you rate your proficiency with technology?

I'm a geek!

I'm comfortable with technology.

I barely know how to turn on a computer!

*

8. What kind of Internet access do you have at your job?

Dial-up access

High Speed access

No access

*

9. What kind of Internet access do you have in your home?

Dial-Up

High Speed access

No access

*

10. Which technology devices do you use personally?

iPod (mp3 players)

Digital Cameras

Web Cameras

PDA cell phone

Palm Pilot

Document Camera

Projector/Presentation Stations

Computer (laptop)

Computer (desktop)

I don't use any of these devices

*

11. How important do you feel iPods are in the instructional environment?

How important do you feel iPods are in the instructional environment? Critically Important

Important

Not Important

*

12. How often do you read the news from an online source, such as CNN, USNEWS Today, etc.?

Frequently

Often

Never

*

13. How often do you use online resources in expressing your viewpoints, such as the use of blogs, wikis, nings, Facebook?

Frequently

Often

Never

*

14. How applicable would the use of online resources, such as blogs, wikis, nings, be in the educational setting?

Extremely applicable

Maybe

Never

15. How applicable is video calling in the classroom environment?

Extremely applicable

Somewhat applicable

Never applicable

16. How often have you used video calling to communicate with others?

Regularly

Occasionally

Never

What is Video Calling?

17. In your own words, describe what technology skills you believe to be critical for student success.

In your own words, describe what technology skills you believe to be critical for student success.

18. My child/ren use the following technology: (Please select all that apply.)

	Word Processing
	Spreadsheet
	PowerPoint
	Internet Websites
	Photo Editing
	Video Editing
	Music/Audio Editing
	Cell phones- calling
	Text Messaging
	Instant Messaging (IMing)
	Itouch/Ipod/MP3 player
	Digital Cameras
	Other, please specify

19. Do you feel your children have adequate access to computers and other technology at school?

Yes	
No	
If no, please explain.	

20. I feel technology in the classroom is:

Not necessary	
Necessary, but not essential	
Essential, but should not commit significant funds	
Essential, Should be state-of-the-art technology	

21. My child/ren use technology for which of the following:

Entertainment/Games	
Internet Research	
Social Networking (Facebook, My Space)	
IMing	
Communicating with friends and family	
Online Shopping	
email	
Homework	
Other, please specify	

22. I feel my child/ren should have the following computer skills: (Please select all that apply)

Basic computer skills (Typing documents, saving files etc)	
Use of content specific software	
Use of reference and Internet sources	
Word Processing	
Spreadsheets	
PowerPoint Presentations	
Web Design and Development	
Other, please specify	

	23. I check my child/ren's grades/progress/attendance via the district's website using Infinite Campus.
	Daily

	Several times a week	
	Weekly	
	Bi-Monthly	
	Monthly	
	Progress report/Report Card time	
	I do not currently have a log-in access to InfoNOW.	

24. I prefer to be contacted by my child/ren's teacher/s about his/her progress via:

- Email
- Phone
- Letters/Reports etc. mailed home
- I prefer to keep track of my child/ren's grades/progress using InfoNOW.
- Other, please specify

25. My child/ren's access to technology in school is currently regular and adequate.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

26. My child/ren's are well prepared by the district in the use of technology.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

27. My child/ren's are encouraged to use technology at school for school work/projects.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

28. My child/ren have access to a computer outside of school for school work.

- Yes, We have a computer at home
- Sometimes, We use the computer at a friend/relative's house, the library or the TCRC etc.
- No

29. My child/ren's use technology for homework:

- Almost Daily
- Weekly
- A few times a month
- Rarely
- Never

30. I often assist my child/ren in using technology for homework/school projects.

- Yes
- No

31. The district uses technology effectively in communicating with our home and family. (District website, email, Textcaster, voice messaging, list serves, newsletters, Infinite Campus etc)

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

32. I am aware of the district's website. (http://www.flandreau.k12.sd.us/education/school/school.php?sectionid=3)

- Yes
- No

33. I access the district's website.

- Daily
- Several times a week
- Weekly

Monthly	
Rarely	
I have never accessed the website.	

34. Please provide any additional comments. Thank you.

VIII. Form for Requesting New Webpages

Dear teachers,
We are trying to make sure all of the websites that are used for students are available to you. If there is a website that you would like available to you or your students, please respond to this email and type in the URL. We will do our best to give access to all educational sites.

URL: _____

What educational use does this site serve?_____
_____
_____
_____

Thank you

IX. Professional Development Survey

Professional Development Outcomes Survey

Course name:_____

Instructor: _____

Week of: _____

Directions: **Please rate the degree to which you were able to implement the course objectives using the following key:**

1	2	3	4	5	6
Not at all		***Inconsistently/partly***			***Entirely***

1. Professional development teacher objectives

As the result of this professional development activity I was able to:
Rating

A. _____ ____

B. _____ ____

C. _____ ____

2. Professional development student outcomes
Upon implementation students were able to:
Rating

A. _____ ____

B. _____ ____

C. _____ ____

3. Please attach any evidence of implementation or impact (e.g., procedural checklists, logs, journal entries, student data).

4. Please describe any impediments (e.g., lack of materials, support, resources, training) that need to be addressed for consistent, successful implementation to be achieved.

_____

_____

~~5. Please describe strategies that you used to make implementation easier~~ and or more successful.

_____

_____

_____

6. (Optional) What are some other ways that the professional development had important impact on your practice?

_____

_____

_____

7. (Optional) What are some other ways that the professional development had important impact on student outcomes in your classroom?

_____

_____

_____

General comments:

_____

_____

_____

Would you like follow up? ___ yes ___ no
Please provide contact information (phone/e-mail) so that any questions or difficulties implementing objectives can be addressed.

_____

_____

_____

X. Professional Development Study Group Template

Professional Development Study Group Template

Course name:_____

Instructor: _____

Week of: _____

Below summarize the workshop using the following scale (1=Strongly disagree;

2=Disagree; 3=Agree; 4=Strongly agree):

1. I have been able to implement major objectives taught at the workshop in a regular, sustained fashion.

2. As a result of implementing objectives of this professional development activity, I have observed a positive impact on students.

3. I consider the changes in my teaching and or student outcomes, as a result of implementing objectives of this professional development activity, important and valuable.

Workshop participants provided the following information in response to three open-ended questions.

1. Describe specifically how your teaching practice has changed as a result of the workshop.
(# Insert open ended responses here)

2. Describe observable, positive student impact that you have observed as a result of the workshop.
(# Insert open ended responses here)

3. What do you need in order to better implement key objectives taught?
(# Insert open ended responses here)

XI. Computer Software Request Form

Computer Software Request Form

Title: Evaluator's Name:

Date: Subject Area: Grade Level:

1. Program Requirements: (Memory, Operating System, CPU):

2. Additional hardware or software required:

3. Publisher: Publisher web site:

4. Vendor Name: Vendor Phone:

5. Vendor Address: Vendor Web site:

6. Price of Program (Individual price, site license or network price?)

7. Is a network demo available? Yes No

8. What funds will be used to purchase the program?

9. Manuals and Support:
- User's Manual is available/included. Yes No
- User's Manual is easy to understand. Yes No
- User's Help is accessible within program. Yes No
- Technical support is available online. Yes No
- Technical support by phone is available. Yes No
- Yearly support or maintenance fee is required. Yes No
  If yes, how much per year?

10. Describe the program's objectives related to district curriculum, state & national standards:

11. Describe how this software would improve your ability to complete specific job responsibilities and/or increase student learning:

1=Strongly Disagree 5=Strongly Agree

12. Software supports existing curriculum. 1 2 3 4 5
13. Software adequately meets its objectives. 1 2 3 4 5
14. Software would make my job more effective. 1 2 3 4 5
15. Software is usable without reference manual or user help. 1 2 3 4 5

16. User can easily navigate between program screens. 1 2 3 4 5
17. Program allows user to correct errors. 1 2 3 4 5
18. Instructions are available on-screen and clearly written. 1 2 3 4 5
19. Graphics, media elements, & content are clear and appealing. 1 2 3 4 5

1=Strongly Disagree 5=Strongly Agree

20. Incorrect use of keys/commands does not cause program to abort. 1 2 3 4 5
21. Software is age-appropriate in content & language. 1 2 3 4 5
22. Menus and other features make the program user friendly. 1 2 3 4 5
23. Bug free; program runs properly. 1 2 3 4 5
24. Software performs management tasks satisfactorily. 1 2 3 4 5
25. Program will be easily integrated into classroom curriculum. 1 2 3 4 5
26. Program uses real-life problems and/or authentic scenarios. 1 2 3 4 5
27. Program requires students to use higher-level critical thinking. 1 2 3 4 5
28. Tools for student assessment are provided and adequate. 1 2 3 4 5

29. Program is appropriate for: (Underline all that apply.)

A. Small group use around 1 computer C. Use in computer lab on each machine
B. Individual student on computer D. Use with 1 computer & lg. display for classroom

30. Use of this software would require which level of computer skill? (Underline one.)

Basic Intermediate Advanced

Your recommendation - Please check one.

- This would be a valuable software purchase.
- I recommend we adopt it.
- This is beneficial software, but I have some serious reservations.
- (Please describe problems & indicate if you want to look at other programs like this.)
- This software will not produce the results desired and should not be adopted.

Comments:

XII. Website Evaluation Form

Flandreau School District
School Website Evaluation

The School Website Evaluation is designed to be a self-assessment tool for schools to use to assess their individual school website. These evaluation standards have been developed from a review of the best K-12 school websites on the Internet. To use this rubric, assign a score for each category, and then add the scores.

Site Content		**Score**
0 - 5	**6 - 12**	**13 - 20**
• Site does not present a "picture" of the school. • No content of school activities or pictures are present • No mission or philosophy statement is present • No school history is present • No principal statement is present; • School or student handbook not present	• School activities, mission or philosophy statement included • Principal's statement included • Handbook, or history may be present, but not comprehensive • Site presents a fair picture of the school	• Site is content 'rich' • School/student activities, mission or philosophy statement included • Handbook included • History and principal's statement are all present and current • A clear picture of school life is evident • Links to Community Resources
Design		**Score**
0 - 5	**6 - 10**	**11 - 15**
• Pages do not show evidence of overall design or layout • Graphics and logos are poor quality • Text is difficult to read	• Page show some evidence of overall design or layout • Consistent use of colors, backgrounds, fonts, or icons • Graphics are mostly of good quality	• Pages show clear evidence of overall design themes • Graphics are of high quality and fast to load • Text is easy to read in all instances

• Page design changes throughout site • Graphics are excessive and distracting	• Text is mostly legible but not entirely consistent.	

Navigation		**Score**
0 - 3	**4 - 6**	**7 - 10**
• Navigation is missing or inconsistent • Different methods of navigation are used • User feels lost or stranded; buttons or links do not act predictably • User must use "Back" or "Go" buttons in browser to navigate • Frames (if used) are not targeted correctly and create confusion • No link to district home page	• Buttons and text links usually work predictably • Some inconsistency with navigation conventions • User might need to resort to browser controls for navigation in some cases • Frames (if used) are mostly consistent but do not contribute to navigation and user experience • Link to school / district home page is present but may not be used consistently throughout site	• Navigation is consistent • Buttons and links work predictably • Navigation conventions are clear • User is never lost or stranded • Frames (if used) are targeted correctly and aid in navigation and user experience • Main links are repeated at the bottom of every page • Links to district home page are present and consistently used throughout site

Timeliness		**Score**
0 - 3	**4 - 6**	**7 - 10**
• Pages are rarely updated • Old projects are presented as new or current • E-mail addresses or home pages of staff no longer at the school are present • Published dates for	• Pages are updated infrequently • Some "under construction" messages persist • E-mail and home page addresses are mostly current	• Pages are updated regularly • Material is dated correctly • E-mail addresses or home pages for staff are current • Ongoing projects are truly current

upcoming projects are already past • Pages with "under construction" messages are common and not updated	• Some project dates are past • Teachers identified in a specific grade /subject /department may have moved to another	• No "under construction" messages

Parents		**Score**
0 - 3	**4 - 6**	**7 - 10**
• No Parents section is present • Parents section is not current and does not provide methods for parental input or contact • Links to sites for parents are not present	• Parents section is present but does not include information about ongoing projects • Minimal parental input options are present (e.g., phone numbers) • Newsletter is not published consistently • PTA / SIC represented • Some links to parent sites are present	• Parents section is current • Parental involvement is encouraged with multiple methods for input (e.g., phone, e-mail, suggestion box form, bulletin board, etc.) • Ongoing projects are listed • Newsletter is published consistently • PTA / SIC pages present and complete • Links to parent sites are present.

School Calendar		**Score**
0 - 3	**4 - 6**	**7 - 10**
• No school activity calendars are present • Activity calendars are out of date	• School activity calendar is present but links to district calendars are not • Activity calendars are mostly up to date but may omit some events	• School activity calendars are always up to date and reliable • They are updated frequently • Links are provided to district and other calendars

Staff Directory		**Score**
0 - 3	**4 - 6**	**7 - 10**
• No staff directory is present • Staff directory does not provide ways to contact staff (e.g., e-mail, phone).	• Staff directory is present but not always current • Does not include all staff members • Contact information is mostly provided	• Staff directory is current and lists all staff, including itinerant staff • Contact information is complete
Student Work		**Score**
0 - 3	**4 - 6**	**7 - 10**
• Few, if any, student projects are published • Projects are limited to basic home pages • Projects show limited editing or proofing	• Some student work is present • Teacher-created information about student projects (rather than actual student work) predominates • Student projects are limited to only a few classes or individuals (e.g., only a few teachers or classes are involved) • Some ongoing projects (such as literary magazines) are present • Projects show some evidence of editing and proofing	• Student projects area significant feature • Projects are from a variety of classes, levels, or individuals • Projects feature original student work, including drawings, writing, photographs, videos, etc. • Projects are related to curriculum • Ongoing projects are present • Projects show strong evidence of editing and proofing

Legal/Guidelines		**Score**
0 - 1	**2 - 3**	**4 - 5**
• Copyrighted images are used without permission • Pages do not comply with district guidelines	• Copyrighted images are used with permission but not always clearly credited • Pages mostly comply with district guidelines	• Copyrighted images are used with permission and clearly credited • All pages comply with district guidelines

XI. Template for Lesson Plans Goals and Objectives

Semester Goals and Objectives

	Description of Unit	Goals	Objectives	Technology Used
Unit 1:				
Unit 2:				
Unit 3:				
Unit 4:				
Unit 5:				

Works Cited

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2. Student Survey obtained from:
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3. Classroom Observation form obtained from:
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4. Teacher Interview Questions obtained from:
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5. Student Interview Questions obtained from:

http://colearning.wikispaces.com/Questions+for+Students

6. Parent Survey obtained from:

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7. Software Evaluation Form

http://waynesville.k12.mo.us/fileadmin/wps/home/District/Media/software_eval_form.pdf

8. School Website Evaluation form

http://www.greenville.k12.sc.us/gcsd/depts/ets/policy/evalschl.asp

9. Professional Development Evaluation Survey
http://www.programevaluation.org/outcomesurv.htm
http://www.programevaluation.org/tools.htm

10. Professional Development Study Group Template

http://www.programevaluation.org/tools.htm