

**ICT Lead School Clusters Professional Development Programme
END-OF-PROJECT EVALUATION**

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This questionnaire is being distributed to all teachers who have been involved in the ICT School Clusters Professional Development Programme 1999-2001, so that you may contribute to the end-of-project evaluation of the Programme. It is part of an ongoing, independent research project on the ICTPD School Clusters being conducted by a team of researchers from the Christchurch College of Education.

Individual responses will be kept **strictly confidential** to the Research team, though generalised results and statistics may be published and sent to cluster facilitators and the Ministry in non-attributable and aggregated form.

**PLEASE COMPLETE THE QUESTIONNAIRE AND RETURN IN THE SAE PROVIDED
BY FRIDAY 17 NOVEMBER**

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The survey is in 5 Parts. Please complete the relevant sections of all 5 PARTS.

PART 1. Demographics

PART 2. ICT Cluster Professional Development Programme.

PART 3. Development of ICT Skills

PART 4. ICT for Planning, Preparation, Administration etc

PART 5. Use of ICT with Students

PART 1 DEMOGRAPHICS

1. Cluster Name (or Lead School) _____

2. Your Name (or Initials): (Needed for comparison with the baseline survey done at the beginning of the project. Kept confidential to the research team) _____

3. School: (Needed for comparison with Victoria baseline survey. Kept confidential to the research team) _____

4. Current position(s) of responsibility (DP, HOD, Syndicate Leader etc etc) _____

5. No. years teaching experience: 0-2 yrs 3-5 yrs 6-10 yrs 11-15 yrs
 16-20 yrs 21-25 yrs 26-30 yrs 30+ yrs

6. Gender Female Male

5. *Primary teachers only*

Year Level(s) taught _____

8. *Secondary/Intermediate*

Specialist Teachers Only

Subject/s taught this year:

Subj(s). taught

Yr 7 _____ | Yr 8 _____ |

Yr 9 _____ | Yr 10 _____ |

Yr 11 _____ | Yr 13 _____ |

9. On the timeline (right) draw a line

to indicate the timespan over
which you received **active**

ICTPD support as part of the

cluster programme (Active support

includes workshops, facilitator visits,

conferences, seminars, etc)

	1999	2000	2001
	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
	Example: -----		

PART 2. THE ICT CLUSTER PROFESSIONAL DEVELOPMENT PROGRAMME

1. Which of the following have you found to be the most effective ways to learn ICT skills in your particular ICT PD Programme?

Please rate each option in the right hand box as it applies to you. Enter a 4, 3,2,1 or 0 rating,

4 = Very effective. 3 = Effective. 2= Partly effective 1 = Not effective 0 = Not applicable

Rating 0-4

a	On my own, with written support material	
b	One to one with a tutor	
c	Working regularly with a partner	
d	In a small group	
e	In a large group <i>ie. lab situation</i>	
f	Other (specify)	

2. If you worked in groups within your PD Programme, which groupings did you find most effective for learning ICT skills?

Please rate each option in the right hand box as it applies to you. Enter a 4, 3,2,1 or 0 rating,

4 = Very effective. 3 = Effective. 2= Partly effective 1 = Not effective 0 = Not applicable

Rating 0-4

a	work with others at the same/similar levels of learning or experience re. ICT	
b	work in groups with a mixture of levels of learning or experience re. ICT	
c	work with staff from other schools	
d	work with staff from my own school	
e	work with members of my own department or syndicate	
f	work with members of other departments or syndicate	
g	work in separate primary or secondary groups	
h	work in mixed primary-secondary groups	
i	Other (specify)	

3. Please list 3-4 specific goals or objectives that you had at the beginning of the ICT Cluster Programme, & indicate how well each was achieved by writing a number 1-3 in the box alongside each objective

3 = Objective fully achieved. 2 = Objective partially achieved. 1 = Objective not achieved

OBJECTIVES (BE AS SPECIFIC AS POSSIBLE)

RATING (1-3)

- a _____
- b _____
- c _____
- d _____

4. Overall, to what extent has the ICT Cluster Professional Development Programme met your expectations? Please tick(✓) ONE box only.

Overall, my expectations of the ICT Clusters PD Programme were

- Exceeded Fully met Largely met Partially met Not met

5. Preferred PD Activities

Facilitators in the ICT Clusters have used a range of professional development activities and strategies. Please read the following explanation of each strategy, and RATE HOW EFFECTIVE YOU FOUND THE ONES THAT APPLIED. Note: different clusters used different strategies.

Write in each box a number 1-4 representing the effectiveness of that activity, or 0 if not used in your cluster

. 4 = very effective 3 = largely effective 2 = partially effective 1= not at all effective. 0 = not applicable

		Rating 0 or 1-4
a	Study Groups: Teachers join a study group of several members with common interests and goals. which meets regularly (eg lunchtimes, after school, evenings) to explore ICT issues & practices	
b	Technology Coaches: Every teacher could become a technology coach - good at something and prepared to help on casual basis and support others accomplish this. Responsibility is shared broadly so that each teacher has an area of expertise and everyone is an expert in something	
c	Technology Mentors: Teachers who are highly skilled in certain areas are paired for a while time with less skilled teachers in order to pass on their expertise	
d	Tutorials: Short bursts of on-site learning – perhaps an early morning session on inserting graphics into text, or organising bookmarks in a browser, etc for those unsure of the methods. The agendas for these short tutorials would be based on teachers’ needs. Eg: ‘Techie-Breckies’	
e	Workplace Visits: Visits to ICT intensive workplaces (not schools) so teachers can see the impact of ICT in the ‘real’ world and think of the implications for learners and classrooms.	
f	Retreats or Intensive Practicums: Teachers given several days out of classroom at one time for intensive PD or training. May be followed by occasional further single release days.	
g	Release Time: TRDs (2 or more separate days of release spread over a period of time) to attend workshops, seminars etc, or work with a mentor/facilitator.	
h	Professional Reading: A regular selection of up to date reading material on teaching and learning with ICT and/or ICT policy/planning developments in schools.	
i	On-the-spot Support/Classroom visits: Facilitators were available to provide in-classroom support for those teachers who feel unsure when trialling the use of ICT with their classes	
j	Listserv Membership/ e-communities: An informal discussion group using email where teachers in the cluster discuss problems and successes, ask questions and offer solutions.	
l	Practical Workshops/Seminars: A programme of practical workshops &/or discussion sessions scheduled outside school/teaching hours	
m	School Visits: Visits to other schools both within and beyond the cluster to investigate initiatives that are being, or have been implemented there.	
n	ICT Conferences. Staff supported financially & encouraged professionally to attend or present at ICT Conferences in NZ or overseas as part of the PD programme.	
o	Lead Teachers: Teachers with particular interest or expertise put through a PD programme & then expected to provide ongoing mentoring, run workshops etc for others on their staff.	
o	<i>Other PD Activities undertaken by your cluster. (please specify and rate)</i>	

PART 3. DEVELOPMENT OF ICT SKILLS

1. Please indicate your level of achievement in each of the following ICT competencies BOTH BEFORE taking part in the PD Programme and your skills as they are 'NOW'

Place a tick(√) in the 'BEFORE PD' column alongside the statement(s) which reflected your skill level before the PD programme, and tick (√) in the 'NOW' column the statement(s) which describes your skills now.

EXAMPLE: a. BASIC COMPUTER OPERATION	Before PD	NOW
<i>I use the computer to run one or two software programs that are available.</i>		
<i>I run two programs simultaneously. I have several windows open at the same time and can transfer information between documents.</i>	√	
<i>I successfully troubleshoot basic problems with my computer or printer. I learn new programs on my own, install software from a CD-ROM etc.</i>		
<i>I download files from the Internet, unzip compressed program files, update hardware drivers, change the file types of files etc.</i>		√
<i>I can handle the basic administration of an NT, Novell or Macintosh network.</i>		

a. BASIC COMPUTER OPERATION	Before PD	NOW
I use the computer to run one or two software programs that are available.		
I run two programs simultaneously. I have several windows open at the same time and can transfer information between documents.		
I successfully troubleshoot basic problems with my computer or printer. I learn new programs on my own, install software from a CD-ROM etc.		
I download files from the Internet, unzip compressed program files, update hardware drivers, change the file types of files etc.		
I can handle the basic administration of an NT, Novell or Macintosh network.		

b. FILE MANAGEMENT	Before PD	NOW
I do not save or open any documents on the computer.		
I can select, open and save documents.		
I save work in a variety of locations eg. local hard drive, a specified network location, floppy disk, and create my own folders to keep my files organised.		
I move files between folders and drives, follow directory paths, understand the use of folders, use the find feature to locate files on hard drive etc		

c. WORD PROCESSING	Before PD	NOW
I do not use a word processing program.		
I occasionally use a word processing program for simple documents but generally find it easier to hand write most written work.		
I use a word processor for much of my written professional work <i>ie. memos, tests, activity sheets etc.</i> I edit, spellcheck and change the format of documents.		
I use a word processor with confidence for all my professional written work, including editing and formatting tools <i>ie. tabs, headers/footers, auto-insertion, tables, footnotes, auto numbering, bullets, hanging indents etc.</i>		

f. GRAPHICS USE	Before PD	NOW
I do not use graphics in my word processing or presentations.		
I open/copy and place simple pictures into documents using clipart or graphics files etc.		
I create and edit graphic images using simple editing tools eg. Resize, colour crop, rotate		
I capture & edit images from a wide variety of sources eg. scanner, digital camera, Internet		
I use sophisticated image handling software with confidence eg. Corel, Photoshop.		

d. SPREADSHEET USE	Before PD	NOW
I do not use a spreadsheet.		
I understand the use of a spreadsheet and I navigate within one. I create simple spreadsheets, charts/graphs etc.		
I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references, & formatting tools in spreadsheets. I can make a variety of charts & graphs		
I am confident in the creation of complex spreadsheets using features such as multiple formulae, conditional statements etc, and the resolution of circular references etc.		

e. DATABASE USE	Before PD	NOW
I do not use a database.		
I understand the uses of a database. I can locate information from a pre-made database such as a library catalogue or school journal database.		
I create my own databases, defining the fields and layouts. I can use my database to answer questions about my information.		
I can create complex databases with extensive search and analysis facilities.		

g. INTERNET USE (WWW)	Before PD	NOW
I do not use the World Wide Web.		
I can access Internet websites to find information. I follow links from these sites to various other resources.		
I can successfully enter my own URLs and make profitable use of keywords in Web search engines to explore educational resources.		
I understand the significance of URL name structures and use 'and/or' queries and other advanced features of search engines		
I can create web pages using either HTML or an editing program such as Front Page.		

h. TELECOMMUNICATIONS USE (E-MAIL)	Before PD	NOW
I do not have an e-mail account.		
I have an e-mail account but I rarely use it.		
I regularly send and receive e-mail messages and manage my mail folders		
I am confident in the use of e-mail. eg: I use attachments, store addresses and nicknames, have a signature, forward mail and use listservs.		

i. ETHICAL USE	Before PD	NOW
I am not aware of any ethical issues surrounding computer use.		
I know that some copyright restrictions apply to computer software.		
I am very clear about copyright restrictions as they apply to the use of software on both personal and school computers. I understand the significance of approved use policies etc		

j. PRESENTATION SKILLS/MULTIMEDIA	Before PD	NOW
I do not use a computer presentation program.		
I am able to create a simple linear slideshow in at least one presentation applications (eg: Powerpoint, or Claris Works, or KidPix or Hyperstudio). incorporating text and graphics		
I am able to create linear presentations which not only incorporate text and graphics, but also various multimedia elements such as sound, video clips and simple animations.		
I can create branching presentations incorporating various methods of making presentations interactive such as buttons, timed links, or basic scripting etc.		

PART 4. USE OF ICT FOR PLANNING, PREPARATION, ADMINISTRATION, ETC

7. Please indicate, in *both* the ‘BEFORE the PD’ and ‘NOW’ columns, the frequency (1-5 scale) with which you use(d) ICT as part of your planning, preparation and presentation of classroom materials.

Enter a rating 1,2,3,4 or 5 in EVERY box in BOTH columns.

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1= Never

EXAMPLE	Before PD	NOW
<i>I use(d) Word Processors or Desktop Publishing package to produce task sheets, tests</i>	2	3
<i>I access(ed) the internet for finding and collecting lesson ideas.</i>	1	4

Freq 1-5

	Before PD	NOW
I use(d) Word Processors or a Desktop Publishing package to produce task sheets, tests, handouts etc.		
I access(ed) the internet for finding and collecting lesson ideas.		
I access(ed) the internet for assessment items		
I access(ed) the internet to get official documents from the Ministry, NZQA etc.		
I get/got lesson content materials from electronic encyclopaedias on CD ROM.		
I produce(d) lesson materials using digital camera, video editing, digitising, scanner &c		
I access(ed) the internet for professional readings, subject association newsletters etc.		
Other use of ICT for planning, preparation etc. Specify.		

8. How frequently did/do you use ICT for each of the following administration purposes? Please answer with reference to both BEFORE the Professional Development and NOW?

Enter a rating 1,2,3,4 or 5 in EVERY box in BOTH columns.

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1= Never

Freq.1-5

	Before PD	NOW
Recording or calculating assessments, marks and grades.		
Recording students’ running records.		
Accessing staff notices.		
Email correspondence with colleagues on administrative matters		
Writing Reports for parents.		
Recording absences.		
Other (Please specify)		

9. To what extent is any increase in your use of ICTs for planning, preparation or administration attributable to the ICT Professional Development Programme? Tick(✓) ONE box only

- Completely attributable
 Largely attributable
 Partly attributable
 Not at all attributable

PART 5. USE OF ICT WITH STUDENTS

10. How confident, in general, were you about using ICTs with your classes BEFORE the ICT Cluster PD Programme

- Very confident Confident Neutral Not confident Anxious

11. How confident, in general, do you NOW feel about using ICT with your classes?

- Very confident Confident Neutral Not confident Anxious

12. What proportion of your units of work contained contain ICT based learning activities BEFORE your participation in the ICT PD Programme?

- All or almost all units most units several units one or two units No units

13. What proportion of your units of work contains ICT based learning activities NOW (ie: in the last term or so)?

- All or almost all units most units several units one or two units No units

14. In which Subject(s) or Learning Areas have you used ICTs with students the most?

Identify the subject or learning area (eg: Maori, Science) & the type of software you used (eg. internet, word processing.)
Example: "English/Language: Word Processors & digital cameras for writing"; or "Economics: spreadsheets for graph interpretation" etc)

15. How often, on average, did/do some or all of your students engage in the following ICT activities? Using the 0-5 scale below, please indicate a frequency for both BEFORE you took part in the ICT Professional Development, and NOW (ie: over the last two terms).

NB: Only put an entry in frequency section if students HAVE actually used ICT for such purposes. If they have not, then leave that activity blank.

Key to frequency entries:

5 = Daily/almost daily

4 = Avg. 1-2 times a week

3 = Avg. 1-2 times a month

2 = Avg 1-2 times a Term

1 = 1-2 times over a year

0 = Not at all

Freq. 0-5 Freq. 0-5

	Before PD	NOW
Composing, editing and presenting creative work using Word Processors &/or graphics		
Composing, editing and presenting 'project' or content-based work using Word Processors &/or graphics packages		
Accessing or searching for information on the internet		
E-mailing other students or experts about a current topic or problem		
Presenting their learning in the form of computerised slide shows (mainly or exclusively text & pictures)		
Editing and composing multimedia presentations or videos using computer software (ie: including sound and moving images).		
Data logging using external monitoring devices connected to a computer		
Working through content or concept simulations on computer		
Practising skills or reinforcing knowledge using content specific Drill and Practice programmes (eg: Maths Games, Reading Games etc)		
Learning from a computer based tutoring programme		

Writing computer programmes or scripting interactive presentations		
Accessing or searching for information on electronic encyclopaedias (eg: on CD ROM)		
Designing and/or creating web-pages to present learning		
Recording, calculating or analysing data using prepared Databases or Spreadsheets.		
Designing and developing their own databases or spreadsheets information		
Faxing or phoning other students, experts etc about a current topic or problem		
Using the electronic catalogue to find appropriate reading in the library		
Other (specify)		
Other (specify)		
Other (specify)		

16. For each of the following statements, CIRCLE the italicised word or phrase that BEST describes the effects of your involvement in the ICTPD Programme on your teaching

(a) I now spend *much more/more/no more/less/much less* time planning than I did.

Comment: _____

(b) I now spend *much more/more/no more/less/much less* time evaluating my teaching than I did.

Comment: _____

(c) I now offer *many more/more/no more/fewer/much fewer* creative ways to learn to my students than I did.

Comment: _____

(d) My own enthusiasm for teaching has *increased/not changed/decreased* as a result of my participation in the ICTPD Programme.

Comment: _____

(e) Ideas and skills gained from the ICTPD Programme have helped me teach *much more/more/no more/less/much less* effectively than I did

Comment: _____

17. In what other ways, if any, has taking part in the ICT Cluster Professional Development Programme changed your teaching or your professional life?

18. For each of the following statements, CIRCLE the italicised word or phrase that BEST describes the effects on your teaching of incorporating ICT based activities into your units of work.

(a) Using ICT with my classes has meant that my workload has *greatly increased/increased/not changed/reduced/greatly reduced*.

Comment: _____

(b) Incorporating ICT activities with my classes has made it much *easier/easier/no easier/more difficult/much more difficult* for me to teach the class as a whole.

Comment: _____

(c) The use of ICT based activities in my classroom have made it *much easier/easier/no easier/ more difficult/much more* to individualise teaching for my students.

Comment: _____

(d) Using ICTs with my classes has meant that teaching is *much more/more/no more/less/much less* stressful

Comment: _____

(e) Introducing ICT based activities into my classroom has allowed my teaching to be *much more/more/no more/less/much less* student-centred.

Comment: _____

18. In what other ways, if any, has incorporating ICT based learning activities into students' units of work changed your teaching?

19. For each of the following statements, CIRCLE the italicised word or phrase that BEST describes the effects on students' learning you have observed when incorporating ICT based activities into classes

(a) ICT activities have helped make learning experiences much *more/more/no more/less/much less* varied for my students.

Comment: _____

(a) The introduction of ICT based activities has *greatly increased/increased/not increased/reduced/greatly reduced* the range of skills and abilities that students learn or demonstrate in my classes.

Comment: _____

(b) Overall, the incorporation of ICT based activities into their programme has *improved/not changed/ reduced* my students' achievement levels in formal assessments

Comment: _____

(c) Overall, the incorporation of ICT based activities has *increased/not changed/ reduced* the amount of higher order thinking demonstrated by students in my classes.

Comment: _____

(d) My students' motivation to learn has *increased/not changed/decreased* as a result of their using ICT in my classes.

Comment: _____

20. In what other ways, if any, has incorporating ICT based learning activities into units of work affected student learning in your classes?

21. In your opinion, the main benefits to be gained from the use of ICTs in schools are:

22. What are your greatest concerns about using new ICTs for teaching and learning?

Please rate each of the following concerns as it applies to you, on a 0-2 scale.
 0 = not a concern 1 = a concern 2 = a significant concern

		Rating (0-2)
A	The ongoing need to upskill myself in using new software packages	
B	Access to equipment for my own professional use	
C	Access to equipment for my students' use	
D	Equipment breakdown/ technical problems	
E	The need to change my teaching style	
F	Not knowing how to include the use of ICT in my teaching programmes.	
g	Keeping up to date with new developments	
h	Lack of time to cope with it all	
i	Lack of support	
j	Too much change, too quickly	
k	Lack of training	
l	My suspicion that they don't actually improve learning	
m	Unexpected changes to the daily timetable	
n	Feeling already too far behind	
o	Lack of keyboard skills	
p	Other concerns. Please specify & rate:	

23. Please TICK (✓) the response that BEST describes how strongly you agree or disagree with the following statements:

- (a) ICT is making major improvements to the **efficiency** of curriculum delivery in my classroom.
 Strongly agree Agree Disagree Strongly disagree
- (b) ICT is making major improvements to the **quality** of curriculum delivery in my classroom.
 Strongly agree Agree Disagree Strongly disagree
- (c) Overall, the investment by schools in ICT can be justified by the teaching and learning outcomes
 Strongly agree Agree Disagree Strongly disagree

Thank you for completing this survey. We appreciate the attention you have given it.

The questionnaire has been developed by Vince Ham and Francie Graham, Christchurch College of Education. It is based heavily on a Needs Analysis Questionnaire developed by Liz Probert and Angela Longney for the Pakuranga ICT Cluster in the 23 ICT Cluster Schools Project 1999-2001. If you have any queries or comments regarding the questionnaire, please contact: Dr. Vince Ham, Email: vince.ham@cce.ac.nz

PLEASE RETURN COMPLETED FORMS BY FRIDAY 17 NOVEMBER TO:

Dr. Vince Ham, Christchurch College of Education, Box 31065, Christchurch 8004