

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

CLUSTER SCHOOL PRINCIPALS EVALUATION

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This evaluation is for the Principals of schools which have participated in the Ministry's '23 ICT Lead School Clusters' Professional Development Programme, 1999-2001, so that you may contribute to the end-of-project evaluation of the Programme. The Questionnaire is part of the Ministry funded independent research project on the ICTPD School Clusters being conducted by researchers from the Christchurch College of Education.

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

PLEASE COMPLETE THE EVALUATION AND RETURN IN THE ATTACHED SAE
(OR COMPLETE THE ONLINE VERSION AT: <http://www.cce.ac.nz/research/ict>)
BY FRIDAY 23 NOVEMBER

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1. **Cluster Name (or Lead School)** _____
2. **Your School: (Optional)** _____
3. **School mix in the cluster** Primary/Intermediate only Mixed Primary/Inter./Secondary
 Secondary only
4. **How would you rate your confidence as a user of ICTs in your professional life? Tick ONE box only**
 Very Confident Confident Not confident Anxious
5. **How would you rate your competence as a user of ICTs in your professional life? Tick ONE box only**
 Competent with many (more than 5) ICTs/programs Competent with a few (3-5) ICTs/programs
 Competent with 1 or 2 ICTs/programs Not competent with any ICTs/programs
6. **How satisfied have you been with the overall organisational and structural aspects of the ICT Cluster in which you were involved?** (Consider in comments aspects such as cluster size; mix of schools; mix of primary-secondary; geographical spread; information flow; finances; etc)
- Very satisfied Satisfied Not satisfied
- 6b. Comments:

THE 23 ICT CLUSTERS PROFESSIONAL DEVELOPMENT PROGRAMME

7. Please list 3-4 specific goals or objectives that you hoped the ICT Cluster Professional Development Programme would achieve in your school, & indicate how well you feel 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		<input type="checkbox"/>
b		<input type="checkbox"/>
c		<input type="checkbox"/>
d		<input type="checkbox"/>

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

My expectations were Exceeded Fully met Largely met Partially met Not met

9. 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. From your observations of the PD Programme operating for your staff RATE HOW EFFECTIVE YOU FEEL EACH TO HAVE BEEN. Note: different clusters used different strategies. Only rate those you have some knowledge of from your cluster.

Write in each box a number 1-4 representing the perceived effectiveness of that activity, or 0 if not applicable or if you have no comment

4 = very effective 3 = largely effective 2 = partially effective 1= not at all effective. 0 = not applicable/no comment

		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.	
k	Practical Workshops/Seminars: A programme of practical workshops &/or discussion sessions scheduled outside school/teaching hours	
l	School Visits: Visits to other schools both within and beyond the cluster to investigate initiatives that are being, or have been implemented there.	
m	ICT Conferences. Staff supported financially & encouraged professionally to attend or present at ICT Conferences in NZ or overseas as part of the PD programme.	
n	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>	

USE OF ICT FOR PLANNING, PREPARATION, & ADMINISTRATION

10. To what extent have you observed an increase in your staff's use of ICTs for their lesson planning and preparation over the last 3 years? (eg: using word processors for task sheets, wall posters, looking up the internet for resources etc) Tick(•) ONE box only

A significant increase A small increase No increase A decrease

11. To what extent do you consider that any increase in your staff's use of ICTs for lesson planning and preparation over the last 3 years is directly attributable to the ICT Professional Development Programme? Tick(•) ONE box only

Completely attributable Largely attributable Partly attributable Not at all attributable

11b. Comment: _____

12. To what extent have you observed an increase in your staff's use of ICTs for each of the following aspects of school administration over the last 3 years? Please indicate the extent of change by placing a 1, 2, 3 or 4 in the box alongside each aspect.

4 = A significant increase 3 = A small increase 2 = No increase 1 = A decrease

a. Recording or calculating assessments, marks and grades.	
b. Recording students' running records.	
c. Accessing staff notices.	
d. Email correspondence with colleagues on administrative matters	
e. Writing Reports for parents.	
f. Recording absences.	
g. Other (Please specify)	

13. To what extent do you consider that any increase in your staff's use of ICTs for administration over the last 3 years is directly attributable to the ICT Professional Development Programme? Tick(•) ONE box only

- Completely attributable Largely attributable Partly attributable Not at all attributable

13b. Comment: _____

USE OF ICT WITH STUDENTS

14. In your opinion, what are the main benefits to be gained from the use of ICTs in schools?

15. What are your greatest concerns about the use new ICTs for teaching and learning in your school?

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

(a) The incorporation of ICT based classroom activities is making major improvements to the **efficiency** of curriculum delivery in my school.

- Strongly agree Agree Disagree Strongly disagree

(b) The incorporation of ICT based classroom activities is making major improvements to the **quality** of curriculum delivery in my school.

- Strongly agree Agree Disagree Strongly disagree

(c) The use of ICT is making major improvements to the efficiency of administration in my school.

- Strongly agree Agree Disagree Strongly disagree

(d) Overall, the investment made in ICT has been justified in terms of teaching and learning outcomes in my school

- Strongly agree Agree Disagree Strongly disagree

(e) Overall, the investment made in Professional Development in ICT has been justified in terms of teaching and learning outcomes in my school

- Strongly agree Agree Disagree Strongly disagree

(f.) Comments on Q16.:

Thank you for completing this survey. We appreciate the attention you have given it. 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, OR COMPLETE THE ONLINE EVALUATION, BY FRIDAY 23 NOVEMBER 2001

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