

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

FACILITATORS EVALUATION

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This questionnaire is for Facilitators in the 23 ICT Lead Schools Clusters Project Professional Development Programme 1999-2001, so that you may contribute further to the end-of-project evaluation of the Programme. It is part of the 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, though generalised results, exemplary quotations and statistics may be published and sent to Clusters and the Ministry in non-attributable and aggregated form.

PLEASE COMPLETE THIS ONLINE EVALUATION & SUBMIT

BY FRIDAY 29 NOVEMBER

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1. Cluster Name _____
2. Were you employed Full time or Part time as a Cluster Facilitator? Full time Part time
3. If Part time, indicate loading.(eg: 0.5 position etc) Part time loading: _____
4. Gender Female Male
5. School mix in the cluster Primary/Intermediate only Mixed Primary/Intermediate/Secondary
 Secondary only
6. During which years did you perform the Facilitator role in your cluster? 1999 only 1999 & 2000 only
 2000 only 2000 & 2001 only
 2001 only 1999 & 2001 only
7. Before taking on the Cluster Facilitator role were you employed as: A teacher in the Lead School A teacher in another cluster school
 An ICT Advisor or Lecturer A teacher in a non-cluster school
 Other: (specify) _____
8. 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; cluster management & cohesion etc)
- Very satisfied Satisfied Not satisfied

8b. Comments:

9. What have been some of the most positive benefits for you to come from your time as a cluster Facilitator?

10. What, if any, have been some of the negative effects on you resulting from your time as a cluster Facilitator?

THE ICT CLUSTERS PROFESSIONAL DEVELOPMENT PROGRAMME

11. Please list some (3-4) of the major goals or objectives you had that you feel you HAVE achieved in your time as a Facilitator in an ICT Cluster

12. Please list some (3-4) of the goals or objectives you had that you feel you DID NOT achieve in your time as a Facilitator in an ICT Cluster

13. Overall, to what extent has the job of Facilitator in an ICT Cluster Professional Development Programme met your expectations? Please tick(•) ONE box only.

Overall, my expectations were: Exceeded Fully met Largely met Partially met Not met

14. 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 experience of them, please RATE HOW EFFECTIVE YOU FEEL EACH HAS BEEN IN YOUR CLUSTER. Note: different clusters used different strategies. Only rate those implemented in 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.	
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>	

15. If you were to give 2 pieces of advice about the job to a new Cluster Facilitator, what would that advice be?

16. If you were Facilitating in a new ICT PD Cluster next year, what would you definitely do differently?

17. If you were Facilitating in a new ICT PD Cluster next year, what would you definitely do the same?

USE OF ICT FOR PLANNING, PREPARATION, & ADMINISTRATION

18. To what extent have you observed an increase in teachers' use of ICTs for their lesson planning and preparation in the cluster schools 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

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

- Completely attributable Largely attributable Partly attributable Not at all attributable

19b Comment: _____

20. To what extent have you observed an increase in teachers' use of ICTs for school administration in the cluster schools over the last 3 years? *Please tick ONE box only.*

- A significant increase A small increase No increase A decrease

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

- Completely attributable Largely attributable Partly attributable Not at all attributable

21b. Comment: _____

USE OF ICT WITH STUDENTS

22. In your opinion, what are the main benefits to be gained from the use of ICTs for teaching and learning in schools?

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

24. 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 the cluster schools.

- 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 the cluster schools.

- Strongly agree Agree Disagree Strongly disagree

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

Strongly agree Agree Disagree Strongly disagree

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

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 the cluster schools

Strongly agree Agree Disagree Strongly disagree

24b. Comments:

Thank you for completing this evaluation. 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*

SUBMIT

CLEAR FORM

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