

C E N T E R  
F O R  
**Children &  
Technology**

Camden Middle Model  
Technology School Project  
Final Evaluation

**CCT REPORTS  
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## Introduction

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In June 1991 the New Jersey Supreme Court ruled in *Abbott v. Burke* that the state create a funding formula for educating all New Jersey children that is fair and equitable and affords all children a “thorough and efficient” education. The state instituted the Quality of Education Act to redistribute funding to its 30 neediest urban school districts for standards based reforms, early childhood education, teacher professional development, technology infusion, and improved school infrastructure<sup>1</sup>. One of the programs arising from this ruling is the New Jersey State Department of Education’s Technology Literacy Challenge Fund (NJTLCF), whose two key goals are to provide comprehensive access to technology and related professional development in instructional technology and to ensure that students achieve New Jersey’s Core Curriculum Content Standards (NJCCCS). The grant is also intended to support these efforts by promoting collaborative relationships between the three Abbott districts operated by the New Jersey State Department of Education.

It is within this context that in 1998, Camden Middle School was awarded a \$1.8 million grant from the New Jersey Technology Literacy Challenge Fund (NJTLCF) to develop a model technology program that would serve as a "catalyst for teachers, administrators, students, parents, and other members of the community to change and improve the academic climate of Camden Middle School."<sup>2</sup> The grant was also intended to promote collaborative relationships between three districts, which contain the highest number of economically disadvantaged youth: Newark, Jersey City (Whitney M. Young Jr. Elementary School), and Paterson (School 4).

Located in Newark and opened in 1973, Camden Middle School serves about 560 students in grades five through eight and has an instructional staff of about 50. The Newark Public School District is the largest, and one of the oldest, school systems in New Jersey. The district has approximately 42,000 students dispersed among 62 elementary school, 4 middle schools and 14 high schools.

Concurrently with the NJTLCF grant, Camden, like all schools in New Jersey, must select a whole-school-reform model. Essentially a whole-school-reform model puts into practice curriculum strategies that have proven effective elsewhere in helping under-served students achieve results. Whole-school-reform models were developed to give schools guidelines to follow under the Obey-Porter “Comprehensive School Reform Demonstration” program (CSR) passed by the U.S. Congress in 1997.

Given the influx of technology into Camden’s school, it’s management team proposed using the reform model, which seeks comprehensive school change through technology infusion, as a complement to the NJTLCF grant.

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<sup>1</sup> Education Law Center. [www.edlawcenter.org](http://www.edlawcenter.org)

<sup>2</sup> Request for Proposal #5215. The Newark Public Schools 1998.

## **Research Methodology**

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In May 1999, the Education Development Center's Center for Children and Technology (EDC/CCT) began its evaluation of NJTLCF grant activities at Camden. Our research objective was to understand how teachers, parents, and students perceive technology in their school and community. A combination of qualitative and quantitative research methods was used to collect data about the impact of technology access and related professional development on teaching and learning at Camden Middle School. These included site visits, classroom observations, interviews and focus groups with key project administrators and participants, survey distribution to investigate the following questions:

- What are teachers' professional development needs, and how are teaching styles changing with the infusion of technology?
- What are teachers', students', and parents' expectations of instructional technology, and how do these change as a result of the project?
- How are district curriculum goals and state reform efforts informing project activities?
- What are the barriers to the effective use of technologies in the school?
- How are community-based organizations being invited to collaborate and support the technology effort in the school?

In combination, these methods afforded us a deep understanding of the many factors that either facilitated or hindered Camden's conversion into a Model Technology School.

### **Site Visits and Observations**

CCT researchers conducted site visits and classroom observations, as well as observations of professional development activities at Camden throughout the two years of the project. Site visits provided researchers an opportunity to meet with project staff one-on-one and discuss the development of the project. In addition, researchers attended faculty meetings, held informal conversations with administrators and staff, and generally observed the daily workings of the school. Classroom observations enabled us to observe teachers in their daily practice as they were beginning to incorporate technology into their curriculum. These activities allowed us to observe how teachers were thinking differently about the use of technology in their classrooms and to document the process of project implementation.

### **Interviews and Focus Groups**

In order to understand the purposes and expectations of the various professional development and training activities, in-depth interviews with teachers, students, key administrative personnel, project management, and educational consultants were also conducted. Teacher focus groups were conducted in the spring of 1999 and individual interviews were conducted in the spring of 2000. A student focus group was conducted in the summer of 1999 and student interviews were conducted in the spring of 2000. Small groups of students (3-5) were excused from their classrooms to talk to researchers for approximately thirty minutes. One-on-one interviews with teachers provided them with a non-threatening environment to reflect on their practice and also talk about the ways in which they implemented technology in their classroom.

## **Teacher Technology Survey**

CCT designed a survey to collect information about teachers' perceptions of professional development activities and their relation to teaching and learning at Camden Middle School. This survey was distributed in the fall of 1999 and again in the spring of 2000. In both instances, CCT staff administered the survey over the course of a daylong school visit during which time teachers were given time during grade-level meetings to complete the surveys. Teachers were asked a series of multiple choice, close-ended questions in the following areas:

- Technology background and training
- Beliefs and attitudes about instructional technology
- Teaching and learning
- Classroom practices using computers and telecommunications
- School community and context

The survey also contained an open-ended question asking teachers to contribute further comments or suggestions on integrating technology with teaching and learning at their school. Thirty-five teachers completed the survey in the fall of 1999 (70% return rate) and 30 teachers completed the survey in the spring of 2000 (60% return rate).

This report discusses and analyzes TLCF grant activities that took place at the school between May 1999 and October 2000. Information for this report was gathered from our site visits, classroom observations, interviews with teachers, students and administrators, and ongoing conversation with project management. It is our hope that the research and evaluation provide insight into the factors at play in encouraging development of a culture of technology infusion at Camden Middle.

## **Technology Infrastructure**

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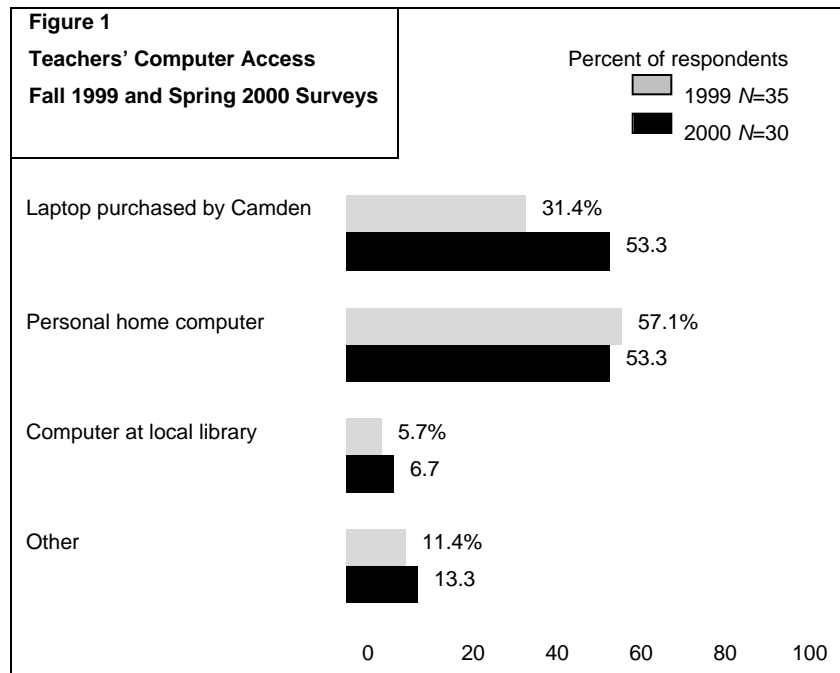
All seventh- and eighth-grade classrooms were wired and networked by the spring of 1999, and each classroom was equipped with three computers and one printer. Fifth- and sixth-grade classrooms were networked in the second year with the same resources. The school's computer lab contains 24 workstations, a flatbed scanner, laser printer, digital camera, Smart Board. In addition, there is building-wide ISDN Internet access and a fully equipped ITV lab with T-1 access. In all, the technology infrastructure at Camden Middle School is impressive, with a student-to-computer ratio of approximately 3:1. This exceeds the state's current recommended student-computer ratio of 7:1, and also exceeds the state's vision of a 5:1 ratio.<sup>3</sup>

TLCF grant resources increased teacher access to technologies at school, consideration was also given to teacher access at home and all teachers were able to receive laptops.

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<sup>3</sup> Technology for Learning: A Survey of Its Use in New Jersey's Schools. New Jersey Department of Education 1999. [www.state.nj.us/education](http://www.state.nj.us/education)

In fall 1999, 31.4% of teachers reported having a laptop purchased by Camden and by the spring of 2000 just over 50% of the teachers (53.3%) reported having a school-supplied laptop (see Figure 1 below).



## Professional Development

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The professional development activities that took place at Camden were aimed at shifting teachers' classroom practice from traditional activities (text book based, teacher driven) to those more informed by problem-based learning (inquiry based, teacher facilitated). As part of the Technology Literacy Challenge Fund a number of consultants and activities were provided for teachers and students to give them hands-on and in depth knowledge about technology and education.

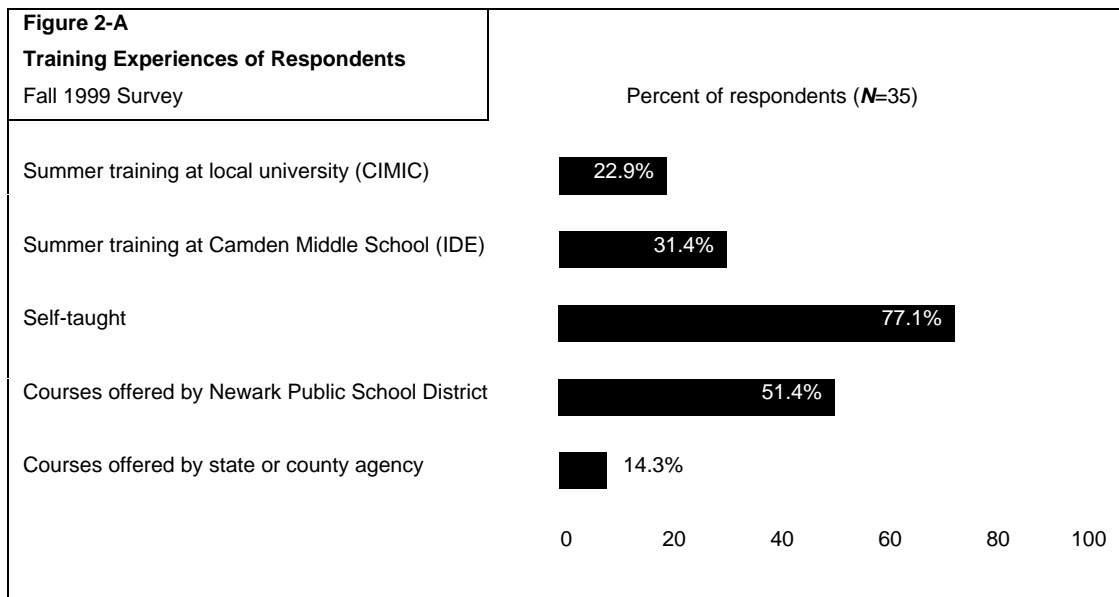
- Innovative Designs for Education (IDE). IDE corporation provided intensive training sessions devoted to developing teachers' understanding of core principles associated with problem-based, student-centered learning. Consultants from IDE helped teachers to develop model rubrics and curriculum units that reflect these principles, all of which are designed to meet the NJCCCS.
- CIMIC--Center for Information Management Integration and Connectivity (at Rutgers University). Teachers and students participated in several intensive summer workshops at Rutgers University's CIMIC computer lab. The objective of the summer training was to design solutions for local environmental problems. Both teachers and students used hypermedia tools to present their findings. Students used the computer labs to run simulations and research environmental topics on the Internet. While teachers and students covered the same content they

took their classes at different times in the summer. Samples of student work from 1998-2000 is posted at: <http://civic.rutgers.edu/camp/>

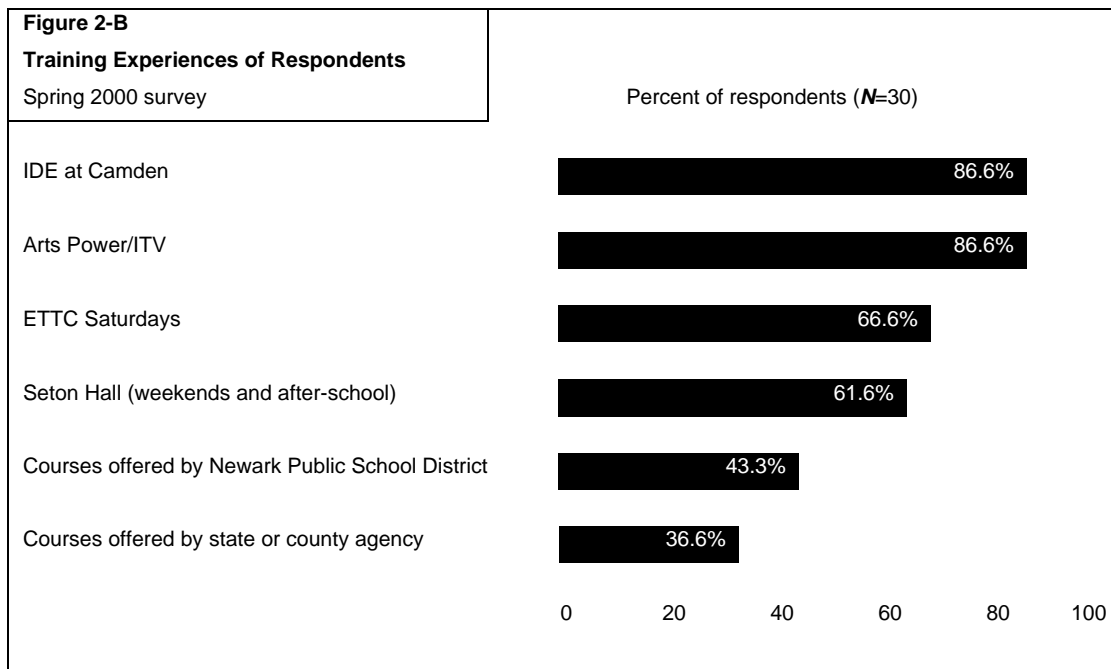
- Speaker series. A speaker series included presentations by nationally recognized experts in educational technology and school reform issues.
- ITV. Arts Power; virtual field trips organized with the New Jersey Historical Society for students and teachers; theater arts and digital photography for students and teachers by the Essex County Arts Council.
- Educational Technology Training Centers (ETTC). Teachers were also involved in web-related training, including WebQuests and Web page design that took place in state sponsored ETTC's.
- Seton Hall University. On-site technology training provided by University staff as well as weekend retreats aimed at helping teachers align professional development with state standards and classroom practice.

### Teacher training experiences

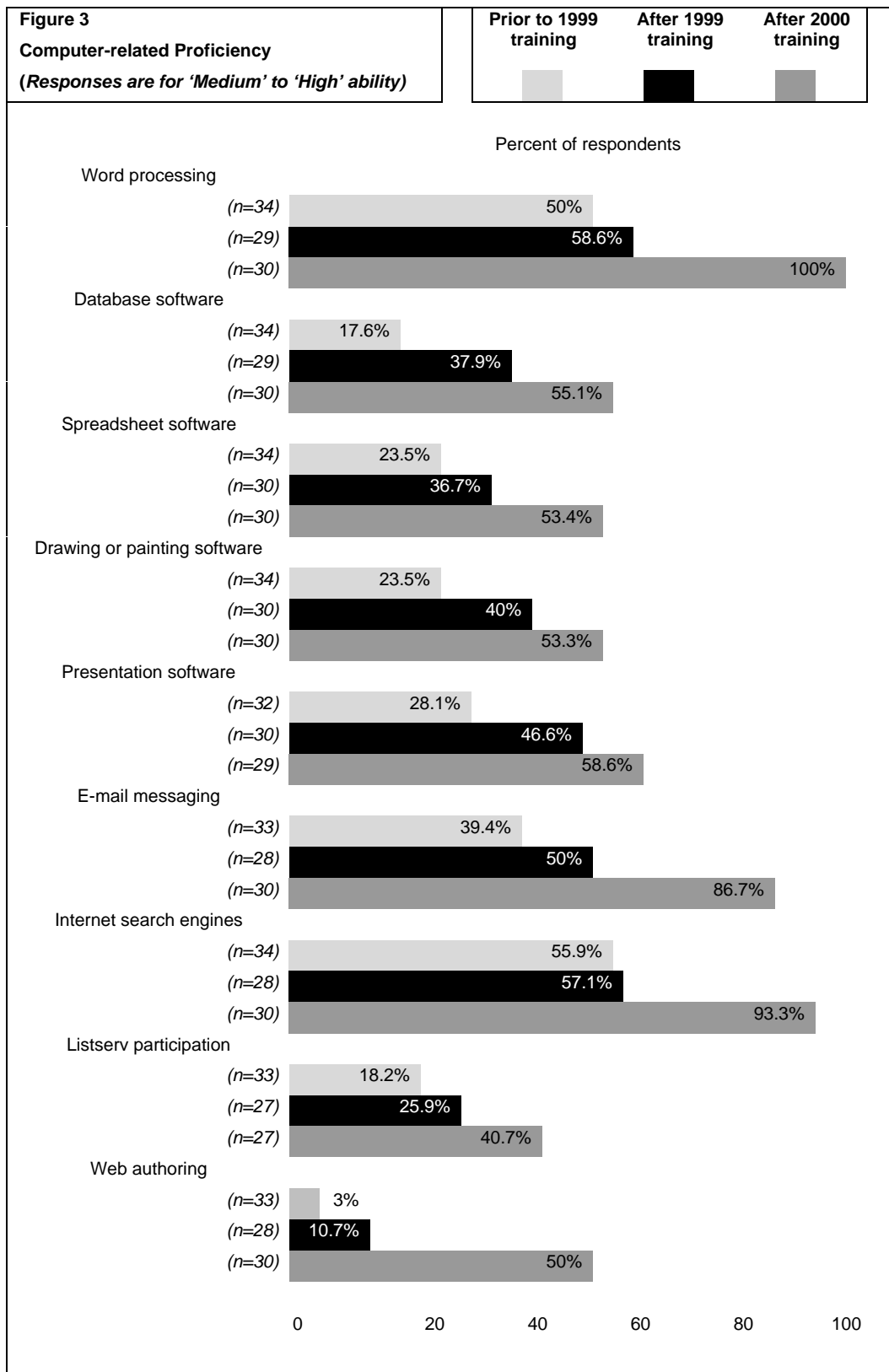
In the fall of 1999, 77.1% of respondents indicated that they were “self-taught” when asked about their technology-related training experiences. A total of 54% of respondents said that they’d attended grant-related professional development activities, including sessions offered by IDE or CIMIC (see Figure 2A below).



By spring 2000, teacher experiences with professional development activities had not only significantly increased but had also diversified. Nearly 90% of teachers reported attending school-based professional development activities provided by the grant, while two-thirds said they attended workshops at local technology centers (see Figure 2B below).



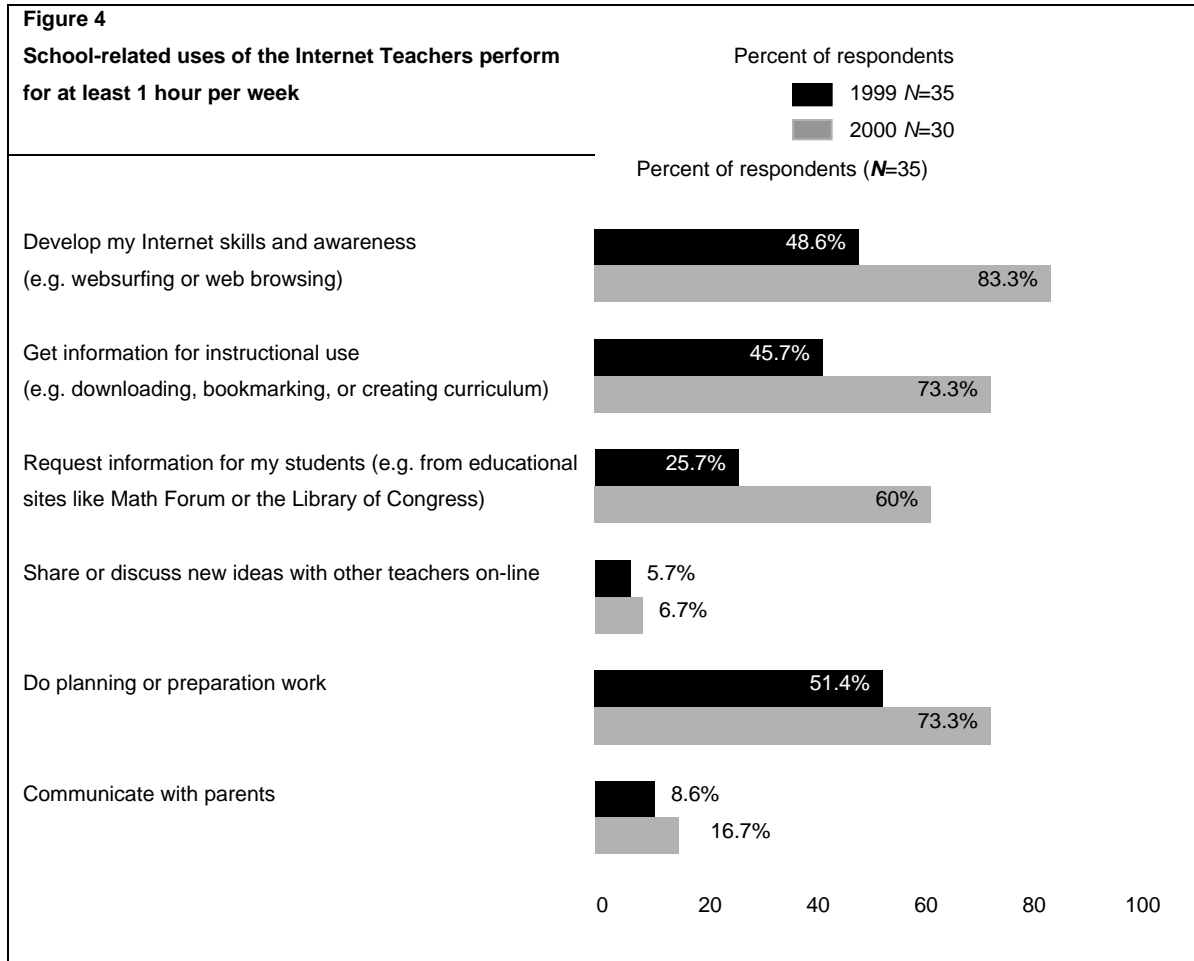
Teachers noted an increase in their computer proficiencies compared to the first year of the grant. All respondents noted an increased ability to use word processing applications as a result of professional development activities as of the spring of 2000, and nearly all (93.3%) noted an increased ability to use Internet search engines as a result of this training. Teachers also rated themselves high in the use of database software (17.6% reported a “medium” or “high” ability prior to receiving any training in 1999; by spring of 2000, 55.1% rated their ability as “medium” or “high”); e-mail messaging (39.4% rated their ability as “medium” or “high” in the fall of 1999, and 86.7% rated themselves as such in spring 2000). This suggest that teachers are using telecommunications technologies throughout their daily routines and, as noted in focus groups, teachers are using technology for collegial exchange and looking for classroom resources on the Internet. These findings are represented in Figure 3 below.





## Classroom Practices Using Computers and Telecommunications

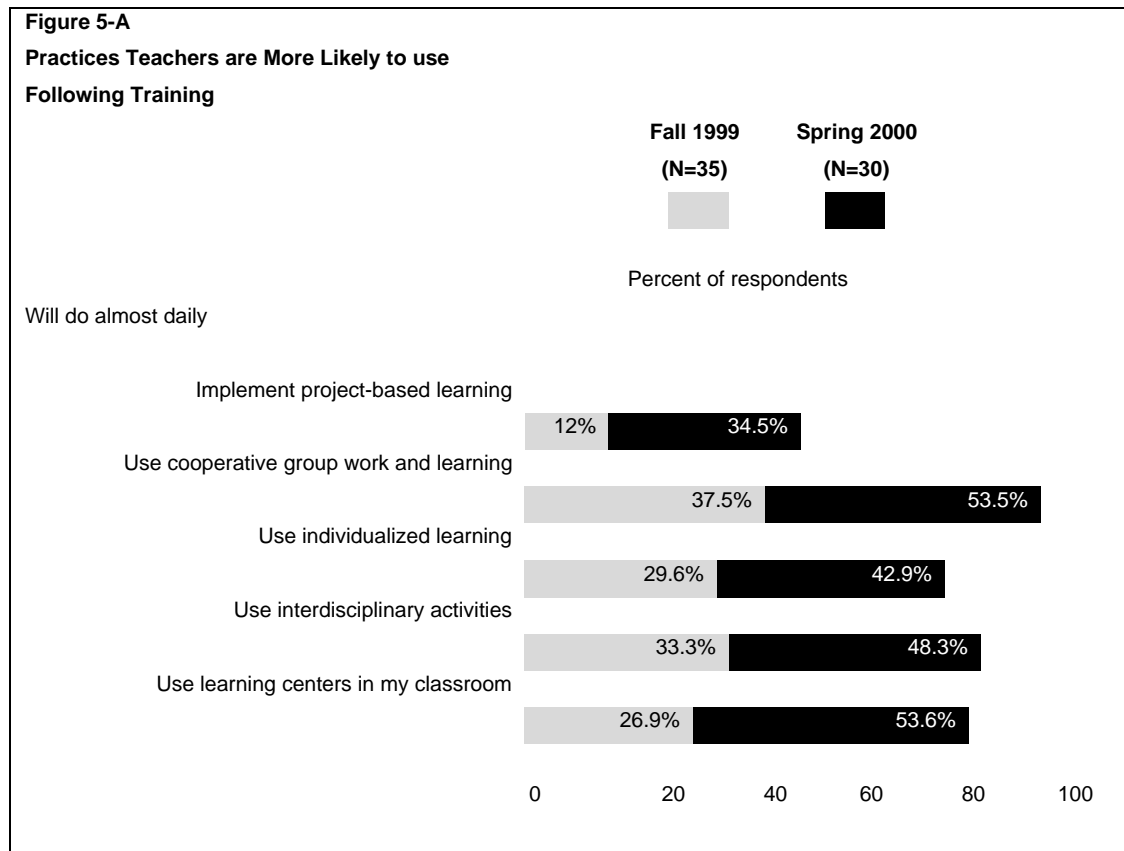
Given the dramatic increases in teachers' computer-related proficiency noted above, it may not come as a surprise that more teachers reported using the Internet for curriculum purposes. Two-thirds of teachers reported spending at least one hour each week requesting information for their students on-line, up from 25.7% who said so in the fall of 1999 (see Figure 4 below). Nearly 80% reported doing planning or preparation work or otherwise gathering information for instructional use, while just over 80% reported spending time developing their Internet skills and awareness.



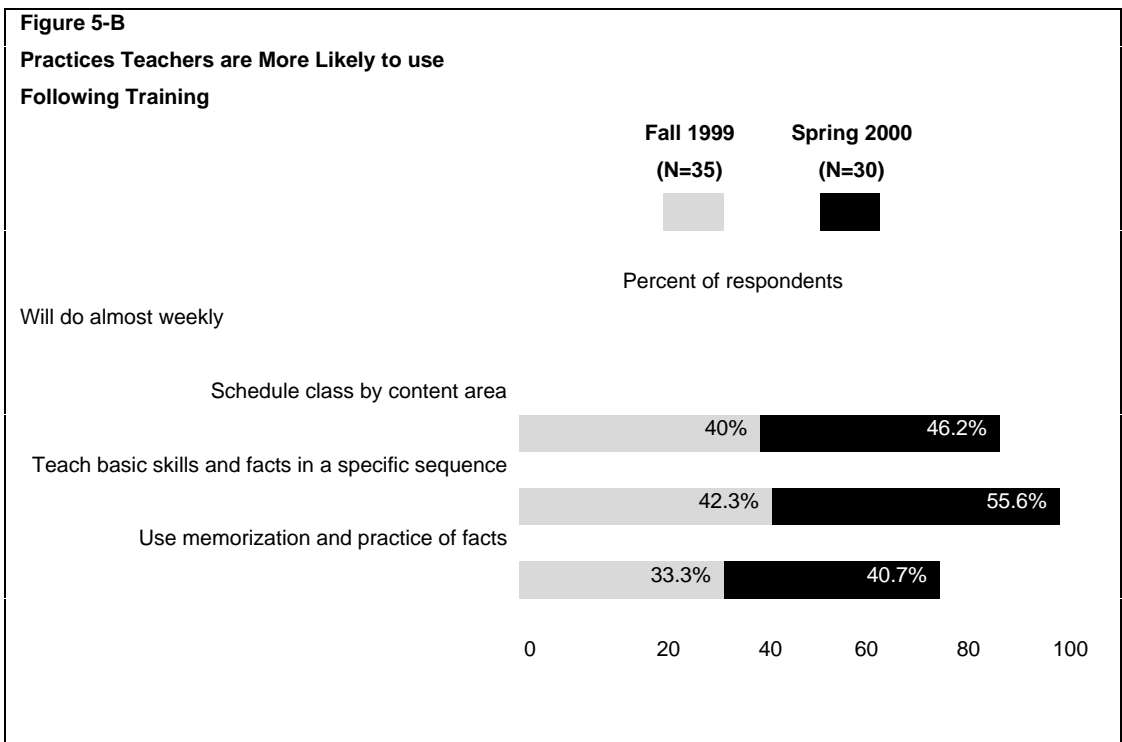
## Teaching and Learning

In the fall of 1999, teachers were asked to report on their instructional practices prior to and after spring and summer training of that year. We noted in our Year One report that responses generally fell in one of two categories. Teachers either reported 'never' following a given practice or doing so "almost weekly" or "almost daily."

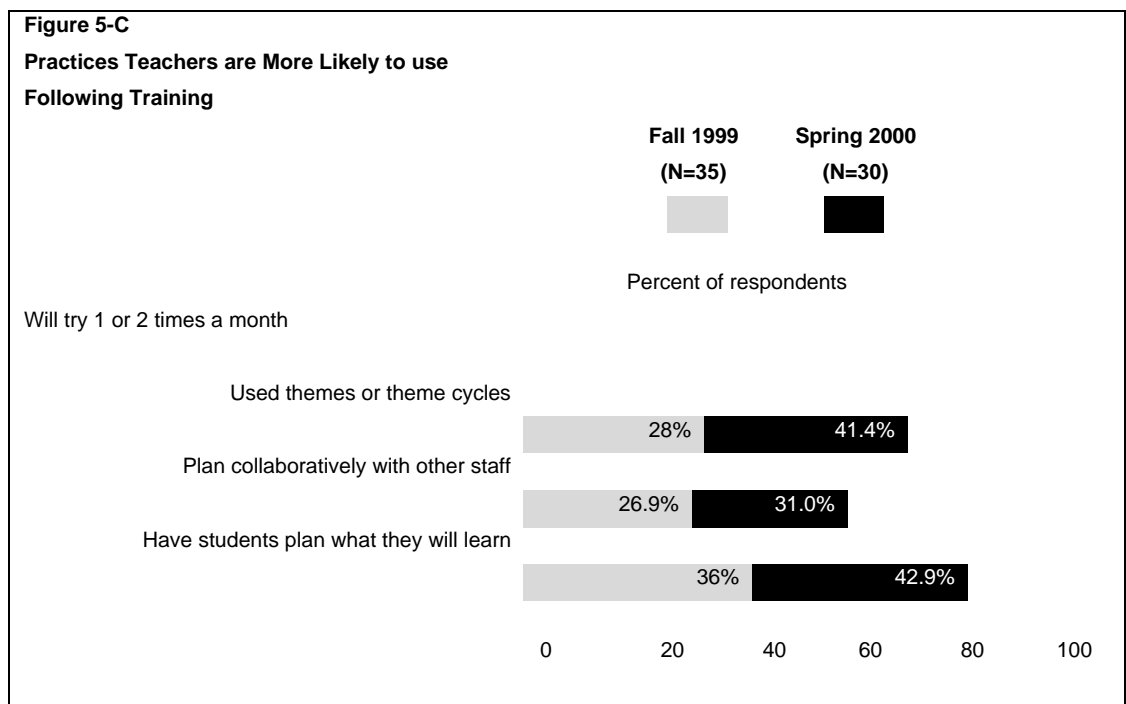
When asked about these practices again in the spring of 2000, major increases in the kinds of practices they would likely engage in as compared to 1999. In particular, such things as implementing project-based learning, using cooperative group work, or interdisciplinary activities received significantly higher responses from teachers as practices they are more likely to use on a daily basis as a result of their training (see Figure 5-A below). Teachers' attention to project-based learning activities is noteworthy given the professional development focus at Camden.



Even though teachers' use of project-based work increased over the year, teachers' use of "basic skills" and "facts in sequence" remained an important objective for many teachers. They noted throughout the process the need for students to 'know the basics' before being given more challenging learning opportunities. Since the project's inception teachers were concerned between balancing the open-ended work students performed using technology and teaching some of the core skills that are required for students to perform well on the state standardized tests.



Nonetheless, teachers are still more likely than they were a year ago to think of ways for students to direct their learning.



## **School-Based Vision and Reform**

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Teachers were asked in were asked to identify people who have made extraordinary efforts to bring to reality a vision of computer use into the school. In 1999 more than half (57.1%) of teachers identified the school computer or technology coordinator as a catalyst (this increased to 66.7% in 2000). In 1999, 48.6% of respondents identified school administrators, including the principal and vice principals. In 2000 this increased to 63.3%. Over a quarter of respondents also included themselves as catalysts (28.6% in 1999 as compared to 33.3% in 2000), and 20% indicated another teacher at Camden had made a substantial contribution in this effort (this remains the same in 2000). Educational consultants were chosen by 11.4% of the teachers in 1999 this increased slightly in 200 to 16.7%. The most dramatic increase were those teachers that reported the University faculty member (or students or network-based project liason). In 1999 only 5.7% of the teachers reported University staff were agents of change as compared to a year later when 40% of the teachers reported that University staff had a big impact on how they viewed technology. This speaks to the number of university-based professional development sessions teachers participated in as well as workshops given at Camden by University professionals.

Leadership is often a determining factor in making reforms work at the local school level. At Camden Middle school a variety of leaders were key to the reform. First and foremost was the work of the Newark Public Schools Technology Department, which worked at the local school level to help manage and crystallize for teachers the goals and mission of the project. Leadership also came from within the building and included a principal and vice principals that were supportive of the technology efforts and participated in the training and workshops that were held on and off site. By participating in professional development activities the school administration modeled for the rest of the staff the importance of the initiative. Finally the local technology coordinator became a turnkey for technology help and trouble shooting. Teachers depended on the school's technology coordinator for help as advisor and technical assistant, be it with coordinating lab time, integrating technology into classroom content, or facilitating on-site professional development activities.

## Conclusion

It is clear from our site visits, observations and survey results that the impact of the professional development and the infusion of technology at Camden has had a positive impact on the teachers and students participating in the project. Teachers are enthusiastic about the technology and they are becoming more familiar with implementing problem based learning. Both teachers and students reported that Camden Middle School had changed for the better, and the principal reported increased interest from district teachers in teaching at Camden. With the adoption of the whole school reform model the school will easily evolve into a space for parents, teachers and students that embraces technology throughout the school day.

Prior research at CCT indicates that effective implementation of school-change efforts with technology integration takes at least five years. Because of the professional development activities and access to experts the staff has had at Camden, school change has happened at a much faster pace. In addition, more subtle changes were noted by the principal. For example:

- The process of reform was visible at Camden, more so than at any other time in her tenure. She reported that technology had an impact on the schools' reputation in the district and teachers were beginning to deepen their use and understanding of it.
- More students are moving into the school because of the model program and very few teachers are leaving the school for other jobs (unlike other schools in the district, she has a waiting list of teachers).
- Work with consultants was invaluable (i.e. IDE, Seton Hall, CCT etc.), allowing her to have a much broader perspective of her school.
- Collaborations with sister schools in project created valuable connections.

In addition, the principal noted that many teachers are integrating elements of problem-based learning into their lessons and depend on their peers more often to help them solve problems and strategize about lessons. The result has fostered important conversation and sharing among teachers about goals and expectations for themselves and their students.

Further change appears to have taken place around the following:

### **Use of technology** in the school:

- More teachers at Camden are using technology and, more importantly, teachers say that their self-confidence has increased as compared to the beginning of the project.
- Teachers feel they are no longer caught in the "digital divide." Both teachers and students have technology at their disposal, which they believe has put Camden at an even (if not higher) playing field with other schools in the state.

- Teachers report that technology training and PBL training were outstanding. Teachers were able to implement tasks almost immediately after the training session.
- Some teachers have taken on a technology leadership role as a way of helping their fellow teachers. This type of collegial exchange also benefited teachers in other areas of their work (i.e. curriculum planning and sharing).
- Teachers gained a greater comfort level with having their students teach them how to use technology, which helped to take the pressure off to always know the technology and instead focus on issues of content.
- Because of the human capacity that has been built at the school, there will be an easy transition to the whole school reform model the school has chosen.

### **Student work:**

- Teachers consistently noted that the presence of student work on the walls has changed. Student work is more strongly informed with a public eye in mind and with a sense of professionalism. Likewise, students feel a sense of accomplishment when their work is posted in the school, which was something very new for many of them.
- Teachers reported that students enjoyed seeing their work in print and students made an extra effort to produce final products. Several teachers noted that using the word processor allowed students to easily edit their work and that it was often neater and more intelligible to the student and the teacher as a result. Teachers reported that the use of Power Point, for instance, allowed students to visualize their work and present their work in a more organized and sequential order.
- Teachers reported that students are working together and learning from each other more than in the past and believe that their students are doing better academically as a result.

### **Culture of the school:**

Camden is filled with close-knit, dedicated instructional and administrative staff. Even so, an unexpected result from the training has been greater conversation among teachers across grade levels. As one teacher noted: "I never had contact with teachers outside of [my grade level]. Now I know the staff better because the training [is open]. There's more cohesiveness among the teachers... This is especially true with the Saturday workshops; we can get silly... And it's not just administrators and then teachers [in a hierarchy]... I know everybody's name now." In addition, teachers felt that there was enormous support from the administration throughout the training. There is a growing sense from teachers and students that students feel privileged to be at Camden Middle School. Finally, teachers feel students can express themselves through several difference kinds of medium (computers, Internet, ITV lab) that they had little access to in the past.

**Appendix A**  
**Research Methodology**

The Center for Children and Technology used a variety of research methodologies over the two years. Site visits, observations, interviews, focus groups and surveys. In addition, we visited professional development sessions throughout the year and observed several of the summer training institutes.

### **Site Visits and Observations**

CCT researchers conducted site visits and classroom observations, and observations of professional development activities at Camden throughout the two years of the project. Site visits provided researchers an opportunity to meet with project staff one-on-one and discuss the development of the project. Classroom observations enabled us to observe teachers in their daily practice as they were beginning to incorporate technology into their curriculum. These activities allowed us to observe how teachers were thinking differently about the use of technology in their classrooms and to document the process as the project was implemented.

Researchers from CCT attended professional development sessions during the summer and fall sessions (summer '99 and '00 and fall '99) in order to understand key topics from our research questions. These include: how involvement in these sessions might inform and change teachers' pedagogical beliefs and practices; how technology is intended to be integrated into teachers' classrooms and practice; and how these sessions apply to the New Jersey Core Content Curriculum Standards. These observations also allowed us to witness how teachers collaborate and exchange ideas with one another. We found this to be important in understanding how these relationships might inform project implementation during the year.

### **Interviews and Focus Groups**

In order to understand the purposes and expectations of the various professional development and training activities taking place, in-depth interviews with teachers, students, key administrative personnel, project management, and educational consultants were also conducted. Teacher focus groups were conducted in the spring of 1999 and individual interviews in the spring of 2000. A student focus group was conducted in the summer of 1999 and student interviews in the spring of 2000.

#### Teacher interviews and focus groups

In the spring of 1999, two focus groups were conducted to understand teachers' expectations of technology for their own professional practice and development as well as for their students' learning. These sessions were held with seventh- and eighth-grade teachers who were primary recipients of initial professional development activities. Researchers wanted to get a sense of teacher beliefs about the benefits of computers and telecommunications for their students. We were also interested in understanding the barriers teachers identified when integrating technology into their classrooms.



In late spring 2000, interviews were conducted with a cohort of teachers in order to obtain in-depth information about their beliefs and perceptions of technology integration and problem-based learning at Camden. The interviews focused on the following:

- Teacher background information
- Professional development experience
- Implementation and integration of technology-related and problem-based learning activities
- Barriers to implementation and support needs
- Perceptions of school change

Nine teachers representing a range of content areas, grade levels, and technological expertise were interviewed and included a special needs and an alternative education instructor.

#### Student interviews and focus groups

In June 1999, we conducted interviews with eleven Camden students to understand the kinds of technology-related activities students participated in during the year. With consultation from the Project Manager, nine students who did not participate in the Space Technology Computer Summer Camp during the summer of 1999 were selected as non-core group students to be interviewed in addition to the nine students who did participate in the 1999 summer camp (“core group students”). However, due to schedule conflicts, only three out of the nine core group of students and seven of the non-core group students were interviewed.

In summer of 1999, the evaluation team observed the Space Technology Computer Summer Camp program for Camden students hosted at the Center for Information Management Integration and Connectivity (CIMIC) at Rutgers University. At the end of the program, we conducted a focus group with student participants and observed them throughout the year.

Though we cannot compare the responses of the core and non-core students as separate groups, we were able to gain important information about the many different ways students have used computers and telecommunications in their classrooms. Interviews also gave us a student perspective on how well technology was adopted by teachers throughout the school building. We spoke with six girls and five boys in grades 5, 6, and 7, including one special needs student.

#### Administrator interviews

Interviews were also conducted with the principal and vice principals of Camden Middle School. In addition, on-going conversations and formal meetings were conducted with project management throughout the evaluation period.

### **Teacher Technology Survey**

CCT designed a survey to collect information about teachers' perceptions of professional development activities and their relation to teaching and learning at Camden Middle School. This instrument was distributed in the fall of 1999 and again in the spring of 2000 with some modifications. They were asked to respond to a series of multiple choice, close-ended questions in the following areas:

- Technology background and training
- Beliefs and attitudes about instructional technology
- Teaching and learning
- Classroom practices using computers and telecommunications
- School community and context

The survey also contained an open-ended question for teachers to contribute further comments or suggestions on integrating technology with teaching and learning at their school. Thirty-five teachers completed the survey in the fall of 1999 (70% return rate) and 30 teachers completed the survey in the spring of 2000 (60% return rate).

**Appendix B**  
**Survey Instruments:**  
**Camden Middle Model Technology School Survey—Fall 1999 and Spring 2000**

## **CAMDEN MIDDLE MODEL TECHNOLOGY SCHOOL SURVEY**

**Fall 1999**

**Survey conducted by the Education Development Center's  
Center for Children and Technology**

*This survey is designed to collect information about some of the technology-related training that has taken place at your school over the past several months. We are particularly interested in your perceptions and experiences with this training as it relates to teaching and learning at Camden. There are 25 questions, most of which are multiple choice, and we estimate that it will take you approximately 30 minutes to complete.*

*All information that you provide will be kept private and confidential. Individual responses will only be reported in combination with those of other respondents. Thank you for your participation.*

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This survey instrument is based on instruments developed by Judy Pfannenstiel for Research and Training Associates, Inc.'s evaluation of the Four Directions Challenge Grant and EDC's "Rhode Island Teachers and Technology Initiative."

**I. TECHNOLOGY BACKGROUND AND TRAINING**

1. Please indicate the number of years you have had the following experiences:

	None	Less than 1 year	1-2 years	3-5 years	6-10 years
a. Using computers yourself <u>almost every day</u>	1	2	3	4	5
b. Having students use computers <u>every week</u>	1	2	3	4	5
c. Using telecommunications (e.g. Internet or modem) for professional or recreational purposes	1	2	3	4	5
d. Using telecommunications with students	1	2	3	4	5

2. During a typical week, roughly how many hours are you in front of a computer at school, at home, or elsewhere and for how many hours do you use the Internet? If it is hard to answer for a 'typical' week, then answer for last week. Please answer in both columns.

	<b>Total Computer Use (Hours/Week)</b>	<b>How much was Internet/ Network Use Only? (Hours/Week)</b>
a. At school:	_____	_____
b. At home or elsewhere outside of school:	_____	_____

If at home, is this a

1.  laptop purchased by Camden School
2.  personal home computer
3.  computer I use at my local library or community center
4.  other (please specify) \_\_\_\_\_

3. How did you learn to use computers as an educational resource? Check **ALL** that apply:

- a.  CIMIC summer training at Rutgers University.
- b.  IDE summer training at Camden Middle School
- c.  Self-taught
- d.  Courses offered by Newark Public School District
- e.  Courses offered by state or county agency

4. How would you rate your ability to use the following applications or carry out the following activities **PRIOR** to any of the spring or summer training you received with CIMIC at Rutgers or IDE at Camden? Please circle one choice for each item:

	<b>None</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
a. Use word processing (e.g. Microsoft Word, WordPerfect)	1	2	3	4
b. Use database software (e.g. FileMaker Pro, Microsoft Access)	1	2	3	4
c. Use spreadsheet software (e.g. Microsoft Excel, Lotus 1-2-3)	1	2	3	4
d. Use drawing or painting software (e.g. Adobe Photoshop, SuperPaint)	1	2	3	4
e. Use presentation software (e.g. Powerpoint)	1	2	3	4
f. Send an email message	1	2	3	4
g. Use an Internet search engine to find information you need (e.g. Yahoo, AltaVista)	1	2	3	4
h. Subscribe to a Listserv and participate in discussions with others	1	2	3	4
i. Produce a Web page (e.g. with text and graphics)	1	2	3	4

5. How would you rate your ability to use the following applications or carry out the following activities **AFTER** any of the spring or summer training you received with CIMIC at Rutgers or IDE at Camden? Please circle one choice for each item:

	<b>None</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
a. Use word processing (e.g. Microsoft Word, WordPerfect)	1	2	3	4
b. Use database software (e.g. FileMaker Pro, Microsoft Access)	1	2	3	4
c. Use spreadsheet software (e.g. Microsoft Excel, Lotus 1-2-3)	1	2	3	4
d. Use drawing or painting software (e.g. Adobe Photoshop, SuperPaint)	1	2	3	4
e. Use presentation software (e.g. Powerpoint)	1	2	3	4
f. Send an email message	1	2	3	4
g. Use an Internet search engine to find information you need (e.g. Yahoo, AltaVista)	1	2	3	4
h. Subscribe to a Listserv and participate in discussions with others	1	2	3	4
i. Produce a Web page (e.g. with text and graphics)	1	2	3	4

6. Did you receive classroom-based assistance with staff from IDE at any time during the Spring of 1999?

Yes     No

If you answered 'No', check here if this is this your first year at Camden:



## II. BELIEFS AND ATTITUDES ABOUT INSTRUCTIONAL TECHNOLOGY

7. Please indicate the degree to which you agree or disagree with the beliefs and attitudes represented below. Please circle the one choice that is closest to your belief for each item:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. Teachers are the primary source of knowledge for students in the classroom	1	2	3	4
b. Teachers should make most decisions about teaching and learning in the classroom	1	2	3	4
c. Students should primarily be grouped for learning by skill or ability level	1	2	3	4
d. Students should plan what they will learn	1	2	3	4
e. Students need to master basic skills before they work on more advanced skills	1	2	3	4

8. For which of the following examples do you find computer and multimedia technology (including the Internet, email, instructional television) to be a valuable educational resource? Please circle the one choice that is closest to your belief for each item:

	<b>Not valuable</b>	<b>Somewhat valuable</b>	<b>Valuable</b>	<b>Extremely valuable</b>
a. Provides access to a large variety of curriculum-relevant information for teachers and students	1	2	3	4
b. Enables students to communicate with other students across the world	1	2	3	4
c. Enables students to participate in research and problem-solving with scientists and other specialists	1	2	3	4
d. Enables teachers to actively collaborate with other teachers across the country who share similar interests	1	2	3	4
e. Provides an opportunity for teachers to gather resources and construct their own curriculum units	1	2	3	4

9. The following are statements about student use of computers and the Internet. Please indicate the extent to which you agree or disagree with each by circling the number that best represents your opinion:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. All of my students would benefit from knowing how to use computers and the Internet	1	2	3	4
b. Students enjoy learning more when they are using computers and the Internet and put more effort into school work as a result	1	2	3	4
c. I am uncomfortable with students examining information on the Internet that I have not seen myself	1	2	3	4
d. If the community sees some students doing interesting work by using computers and the Internet, they will be more likely to support school technology	1	2	3	4
e. When unsupervised, my students quickly wander to non-educational Web sites or use software	1	2	3	4
f. It is hard to use the Internet for education since there is more information than the students can absorb and it is often not at their level	1	2	3	4

### III. TEACHING AND LEARNING

10. Please indicate the degree to which you used any of the following practices **PRIOR** to any of the spring or summer training you received with CIMIC at Rutgers or IDE at Camden. Please circle the choice that is closest to your experience:

	Never	Several times a year	Once or twice a month	Almost weekly	Almost daily
a. Scheduled class time by content area	1	2	3	4	5
b. Taught basic skills and facts in a specific sequence	1	2	3	4	5
c. Used themes or theme cycles	1	2	3	4	5
d. Implemented project-based learning	1	2	3	4	5
e. Used memorization and practice of facts	1	2	3	4	5
f. Used cooperative group work and learning	1	2	3	4	5
g. Used individualized learning	1	2	3	4	5
h. Used interdisciplinary activities	1	2	3	4	5
i. Used learning centers in my classroom	1	2	3	4	5
j. Planned collaboratively with other staff	1	2	3	4	5
k. Had students plan what they will learn	1	2	3	4	5

11. Please indicate the degree to which you are **MORE LIKELY** to use any of the following practices based on any of the summer training you received with CIMIC at Rutgers or IDE at Camden. Please circle the choice that is closest to your expectation:

	<b>Not at all likely</b>	<b>May try several times this year</b>	<b>Will try once or twice a month</b>	<b>Will do almost weekly</b>	<b>Will do almost daily</b>
a. Schedule class time by content area	1	2	3	4	5
b. Teach basic skills and facts in a specific sequence	1	2	3	4	5
c. Use themes or theme cycles	1	2	3	4	5
d. Implement project-based learning	1	2	3	4	5
e. Use memorization and practice of facts	1	2	3	4	5
f. Use cooperative group work and learning	1	2	3	4	5
g. Use individualized learning	1	2	3	4	5
h. Use interdisciplinary activities	1	2	3	4	5
i. Use learning centers in my classroom	1	2	3	4	5
j. Plan collaboratively with other staff	1	2	3	4	5
k. Have students plan what they will learn	1	2	3	4	5

#### IV. CLASSROOM PRACTICES USING COMPUTERS AND TELECOMMUNICATIONS

The following questions ask about your classroom practices that involve computers and the Internet. Unless otherwise indicated, the questions refer to computer and Internet use by **you** or **your students** in **your** classes as well as in extracurricular activities. Please include work that is either assigned or voluntary.

12. Which of these school-related uses of the Internet do **you** do for at least an hour per week? Check **ALL** that apply:

- a.  Develop my Internet skills and awareness (e.g. websurfing or web browsing)
- b.  Get information for instructional use (e.g. downloading, bookmarking, or creating curriculum)
- c.  Request information for my students (e.g. from educational sites like Math Forum or the Library of Congress)
- d.  Share or discuss new ideas with other teachers on-line
- e.  Do planning or preparation work (e.g. grade books, administrative work; VISTA)
- f.  Communicate with parents

13. Please answer 'Less now', 'The same', or 'More now' to the following statements about changes that some teachers observe in their students when using computers and telecommunications:

	<b>Less now</b>	<b>The same</b>	<b>More now</b>
a. I have the need for longer blocks of time/longer periods	1	2	3
b. I find that my students offer advice and seek advice from one another	1	2	3
c. I find myself in the role of coach or advisor in the classroom	1	2	3
d. I have gained more skill in organizing cooperative work groups	1	2	3
e. I have gained skill in orchestrating multiple parallel activities in the classroom	1	2	3
f. I have become reflective about basic teaching goals and priorities of different outcomes	1	2	3
g. I spend time working with other teachers on curriculum and instructional planning	1	2	3
h. I have been involved in conferences and workshops and activities that bring me into contact with more teachers	1	2	3
i. I have technical difficulties which continually require me to change my lesson plans at the last minute	1	2	3

	<b>Less now</b>	<b>The same</b>	<b>More now</b>
j. I have students review and revise their own work	1	2	3
k. I have students explore a topic on their own, without procedural direction	1	2	3
l. I have students work on long projects	1	2	3
m. I have students select their own topic based on their own interest	1	2	3
n. I have students address problems linked to real-world contexts	1	2	3
o. I have students do work that is put to use by someone or some group	1	2	3
p. I have students get out of their seats and work actively in the classroom	1	2	3
q. I have to deal with controversial social issues in the classroom even though they are not part of the curriculum	1	2	3
r. I discuss with my students a subject which is fairly new to me	1	2	3
s. I allow myself to be taught by my students	1	2	3
t. I let students decide what materials or resources to use	1	2	3
u. I teach units and lessons that are interdisciplinary building in topics from other courses or subjects	1	2	3
v. I find that my students are taking initiative outside of class time—e.g. doing extra research or editing their work	1	2	3
w. I have students plagiarizing work	1	2	3
x. I have students conduct their own research	1	2	3

14. Please indicate how frequently in the past year you have had students participate in the following activities at school:

	<b>Never</b>	<b>1-2 times</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
a. Look at sites on the World Wide Web	1	2	3	4	5
b. Search for specific information on-line	1	2	3	4	5
c. Participate in on-going email exchanges with individual students (e.g. email pen pals)	1	2	3	4	5
d. Participate in on-going email exchanges with whole classes	1	2	3	4	5
e. Participate in collaborative writing projects with classes in other schools	1	2	3	4	5
f. Participate in collaborative math or science investigations	1	2	3	4	5
g. Contribute to creation of Web pages with many class members	1	2	3	4	5
h. Use presentation tools to represent projects they are doing in class (e.g. Powerpoint or KidPix)	1	2	3	4	5
i. Use content specific programs to reinforce or further explore content related to my curriculum (e.g. SimCity, 500 Nations)	1	2	3	4	5
j. Follow scientists doing work around the world as they are doing it	1	2	3	4	5
k. Participate in tele-mentoring email exchanges between students and adult mentors	1	2	3	4	5
l. Participate in projects in which students interview community members and report community opinion or experiences on Web pages	1	2	3	4	5
m. Use database and spreadsheet programs to gather and present information (e.g. FileMaker Pro, Microsoft Excel)	1	2	3	4	5

15. How would you describe the importance of computers to your current teaching practice? Would you say that your use of computers is *'Not at all essential'*, *'Somewhat essential'*, or *'Essential'* to your current teaching practice? When answering, consider the relative impact on your teaching practice if computers were no longer available for your use and circle one number:

**Not at all essential**  
1

**Somewhat essential**  
2

**Essential**  
3

16. Which of the following best represent your use of computers and the Internet at school? Please circle **ONE** number for each of the items listed:

	<b>Not a reason</b>	<b>Somewhat important reason</b>	<b>Important reason</b>	<b>Very important reason</b>
a. To increase student motivation and participation in their learning	1	2	3	4
b. To provide opportunities for students who do not have computers at home	1	2	3	4
c. To fulfill student and parent expectations	1	2	3	4
d. To give students the skills they will need in college	1	2	3	4
e. To keep up with new technologies	1	2	3	4
f. To find out about new teaching practices	1	2	3	4
g. To prepare students for life in an increasingly technological society	1	2	3	4
h. To help students feel more a part of the global community	1	2	3	4
i. To increase my professional collaboration with others through email	1	2	3	4
j. To overcome a lack of specialized staff or limited program offerings at my school	1	2	3	4
k. To provide resources or materials that are not available in textbooks or in the library	1	2	3	4
l. To satisfy district curricular requirements	1	2	3	4



**V. TELL US ABOUT YOU AND YOUR SCHOOL**

The information in this section will enable us to understand how your school relates to national trends.

17. For what grade levels do you offer instruction. Please check **ONE**:

- a.  5th
- b.  6th
- c.  7th
- d.  8th

18. Which of the following best describes your position? Please check **ALL** that apply:

- a.  Teacher of general curriculum
- b.  Teacher of special needs students
- c.  Teacher of gifted and talented students
- d.  Teacher of specialized subject matter
- e.  School level computer coordinator/specialist
- f.  Library media specialist
- g.  Other (please specify): \_\_\_\_\_

19. Including the current school year, for how many years have you been working as an educator?

\_\_\_\_\_ years. And for how many years have you been at Camden school? \_\_\_\_\_

20. What is your current primary teaching assignment, that is, the field in which you teach or instruct the most classes? Please check **ONE**:

**Special Areas**

- a.  Art
- b.  Basic skills and remedial education
- c.  Bilingual education
- d.  English/language arts
- e.  ESL
- f.  Foreign language
- g.  Mathematics
- h.  Science
- i.  Social studies/social sciences

**Special Education**

- j.  Developmentally disabled
- k.  Emotionally disturbed
- l.  Learning disabled
- m.  Speech and hearing impaired
- n.  Other special education
- o.  Vocational education
- p.  Other (please specify): \_\_\_\_\_

21. Please tell us the highest degree you have earned:

- a.  Associate degree or diploma
- b.  Bachelor's degree
- c.  Master's degree
- d.  Education specialist or professional diploma (at least one year beyond Master's level)
- e.  Professional degree (e.g. MD, LL.B., JD, DDS)
- f.  Doctorate (Ph.D. or Ed.D)

22. Is there someone who has made extraordinary efforts to bring to reality a vision of computer use in your school someone who has made a substantial contribution that would not have been made by other individuals in that same role? Please check **ALL** that apply, but be "tough".

- a.  Principal, Vice principal or other school administrator
- b.  School computer or technology coordinator or media specialist
- c.  Myself
- d.  Another teacher
- e.  District-level technology coordinator (SLT V)
- f.  District-level curriculum coordinator (SLT V)
- g.  Specific parents
- h.  Local business person, corporate sponsor or professional person in your community
- i.  Government official
- j.  University faculty member or students or network-based project liaison
- k.  A provider of network software, educational content or computer retailer
- l.  Educational consultants
- m.  Other (please describe): \_\_\_\_\_

23. Traditionally, who do you go to for help in using computers and the Internet and how often? Please circle the frequency with which you go to each of the following for help:

	<b>Never</b>	<b>1-2 times</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
a. Other teachers	1	2	3	4	5
b. School-based media specialist	1	2	3	4	5
c. Educational consultants	1	2	3	4	5
d. School-based technology coordinator	1	2	3	4	5
e. Students	1	2	3	4	5
f. District computer support staff	1	2	3	4	5
g. District curriculum staff	1	2	3	4	5
h. School-based administrators	1	2	3	4	5

24. Please indicate your year of birth and whether you are female or male:

a. Year of birth: 19 \_\_\_\_\_

b. Sex:

Female

Male

25. Please indicate your ethnicity:

a.  African American (not of Hispanic origin)

b.  American Indian or Alaskan Native

c.  Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)

d.  Caucasian (not of Hispanic origin)

e.  Hispanic (e.g. Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)

26. Please use this space to expand on any of the answers you have given or to add further topics that you believe are important in considering the integration of technology with teaching and learning at Camden Middle School.

*Thank you for completing this survey.*

**EDC Center for Children & Technology | 96 Morton Street, 7th Floor |  
New York, New York 10014**

**Camden Middle Model Technology School Survey  
Spring 2000**

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**Survey conducted by the Education Development Center's  
Center for Children and Technology**

This survey is designed to collect information about some of the technology-related training that has taken place at your school over the past year. We are particularly interested in your perceptions and experiences with this training as it relates to teaching and learning at Camden. There are 22 questions, most of which are multiple choice, and we estimate that it will take you approximately 25 minutes to complete.

All information that you provide will be kept private and confidential. Individual responses will only be reported in combination with those of other respondents.

Thank you for your participation.

Andres Henriquez & Tisha Pryor  
EDC/Center for Children and Technology

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This survey instrument is based on instruments developed by Judy Pfannenstiel for Research and Training Associates, Inc.'s evaluation of the Four Directions Challenge Grant and EDC's "Rhode Island Teachers and Technology Initiative."

**I. Technology Background and Training**

This section asks about technology-related professional development activities that took place during this year. Please indicate responses that best represent your opinion or experience for each question that follows.

1. During a typical week, roughly how many hours are you in front of a computer at school, at home, or elsewhere and for how many hours do you use the Internet? If it is hard to answer for a ‘typical’ week, then answer for last week. Please answer in both columns.

	<b>Total Computer Use (Hours/Week)</b>	<b>How much was Internet/ Network Use Only? (Hours/Week)</b>
a. At school:	_____	_____
b. At home or elsewhere outside of school:	_____	_____

If at home, is this a

- 1.  laptop purchased by Camden School
- 2.  personal home computer
- 3.  computer I use at my local library or community center
- 4.  other (please specify) \_\_\_\_\_

2. Which of the following activities have been most useful to your efforts to integrate technology into your classroom?

Please circle the number that best represents your opinion. If you did not attend a session, put a check in the appropriate box.

	<b>Not at all useful</b>	<b>Somewhat Useful</b>	<b>Very Useful</b>	<b>Did not attend</b>
a. ETTC Saturday sessions (e.g. WebQuest; Webpage design)	1	2	3	<input type="checkbox"/>
b. IDE problem-based learning activities at school	1	2	3	<input type="checkbox"/>
c. Arts Power ITV lab training at Camden	1	2	3	<input type="checkbox"/>
d. Seton Hall weekend retreats	1	2	3	<input type="checkbox"/>
e. Seton Hall after school sessions at Camden(e.g. Dr. Collins)	1	2	3	<input type="checkbox"/>
f. Other courses offered by Newark Public School District	1	2	3	<input type="checkbox"/>
g. Other courses offered by state or county agency	1	2	3	<input type="checkbox"/>
h. Other (please specify): _____	1	2	3	<input type="checkbox"/>

3. How would you rate your ability to use the following applications or carry out the following activities **as a result of** any of the technology-related professional development indicated in Question 2?



Circle one choice for each item:

	None	Low	Medium	High
a. Use word processing (e.g. Microsoft Word, WordPerfect)	1	2	3	4
b. Use database software (e.g. FileMaker Pro, Microsoft Access)	1	2	3	4
c. Use spreadsheet software (e.g. Microsoft Excel, Lotus 1-2-3)	1	2	3	4
d. Use drawing or painting software (e.g. Adobe PhotoShop, SuperPaint)	1	2	3	4
e. Use presentation software (e.g. PowerPoint)	1	2	3	4
f. Send an email message	1	2	3	4
g. Use an Internet search engine to find information you need (e.g. Yahoo, AltaVista)	1	2	3	4
h. Subscribe to a Listserv and participate in discussions with others	1	2	3	4
i. Produce a Web page (e.g. with text and graphics)	1	2	3	4

## II. Beliefs and Attitudes about Instructional Technology

4. Please indicate the degree to which you agree or disagree with the beliefs and attitudes represented below. **Circle the one** choice that is closest to your belief for **each** item:

	Strongly disagree	Disagree	Agree	Strongly agree
a. Teachers are the primary source of knowledge for students in the classroom	1	2	3	4
b. Teachers should make most decisions about teaching and learning in the classroom	1	2	3	4
c. Students should primarily be grouped for learning by skill or ability level	1	2	3	4
d. Students should plan what they will learn	1	2	3	4
e. Students need to master basic skills before they work on more advanced skills	1	2	3	4

5. For which of the following examples do you find computer and multimedia technology (including the Internet, email, instructional television) to be a valuable educational resource?

**Circle the one** choice that is closest to your belief for **each** item:

Not valuable	Somewhat valuable	Valuable	Extremely valuable
--------------	-------------------	----------	--------------------

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Provides access to a large variety of curriculum-relevant information for teachers and students             | 1 | 2 | 3 | 4 |
| b. Enables students to communicate with other students across the world  | 1 | 2 | 3 | 4 |
| c. Enables students to participate in research and problem-solving with scientists and other specialists       | 1 | 2 | 3 | 4 |
| d. Enables teachers to actively collaborate with other teachers across the country who share similar interests | 1 | 2 | 3 | 4 |
| e. Provides an opportunity for teachers to gather resources and construct their own curriculum units           | 1 | 2 | 3 | 4 |
- 

6. The following are statements about student use of computers and the Internet. Indicate the extent to which you agree or disagree with each by circling the number that best represents your opinion:

- |  | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly agree</b> |
|--|--------------------------|-----------------|--------------|-----------------------|
| a. All of my students would benefit from knowing how to use computers and the Internet   | 1                        | 2               | 3            | 4                     |
| b. Students enjoy learning more when they are using computers and the Internet and put more effort into school work as a result                          | 1                        | 2               | 3            | 4                     |
| c. I am uncomfortable with students examining information on the Internet that I have not seen myself  | 1                        | 2               | 3            | 4                     |
| d. If the community sees some students doing interesting work by using computers and the Internet, they will be more likely to support school technology | 1                        | 2               | 3            | 4                     |
| e. When unsupervised, my students quickly wander to non-educational Web sites or use software  | 1                        | 2               | 3            | 4                     |
| f. It is hard to use the Internet for education since there is more information than the students can absorb and it is often not at their level          | 1                        | 2               | 3            | 4                     |

### III. Teaching and Learning

7. Please indicate the degree to which you are **MORE LIKELY** to use any of the following practices as a result of the professional development activities you've participated in during the year.

Please circle the choice that is closest to your expectation:

---

	<b>Not at all likely</b>	<b>May try several times this year</b>	<b>Will try once or twice a month</b>	<b>Will do almost weekly</b>	<b>Will do almost daily</b>
a. Schedule class time by content area	1	2	3	4	5
b. Teach basic skills and facts in a specific sequence	1	2	3	4	5
c. Use themes or theme cycles	1	2	3	4	5
d. Implement project-based learning activity	1	2	3	4	5
e. Use memorization and practice of facts	1	2	3	4	5
f. Use cooperative group work and learning	1	2	3	4	5
g. Use individualized learning	1	2	3	4	5
h. Use interdisciplinary activities	1	2	3	4	5
i. Use learning centers in my classroom	1	2	3	4	5
j. Plan collaboratively with other staff	1	2	3	4	5
k. Have students plan what they will learn	1	2	3	4	5

#### IV. Classroom Practices using Computers and Telecommunications

The following questions ask about your classroom practices that involve computers and the Internet. Unless otherwise indicated, the questions refer to computer and Internet use by **you** or **your students** in your classes as well as in extracurricular activities. Please include work that is either assigned or voluntary.

8. Which of these school-related uses of the Internet do **you** do for at least an hour per week? Check **ALL** that apply:
- g.  Develop my Internet skills and awareness (e.g. Web surfing or Web browsing)
  - h.  Get information for instructional use (e.g. downloading, bookmarking, or creating curriculum)
  - i.  Request information for my students (e.g. from educational sites like Math Forum or the Library of Congress)
  - j.  Share or discuss new ideas with other teachers on-line
  - k.  Do planning or preparation work (e.g. attendance; grade books, administrative work; VISTA)
  - l.  Communicate with parents

9. Please answer '**Less now**', '**The same**', or '**More now**' to the following statements about changes that some teachers have noted when using computers and telecommunications:

	<b>Less now</b>	<b>The same</b>	<b>More now</b>
a. I have the need for longer blocks of time/longer periods	1	2	3
b. I find that my students offer advice and seek advice from one another	1	2	3
c. I find myself in the role of coach or advisor in the classroom	1	2	3
d. I have gained more skill in organizing cooperative work groups	1	2	3
e. I have gained skill in orchestrating multiple parallel activities in the classroom	1	2	3
f. I have become reflective about basic teaching goals and priorities of different outcomes	1	2	3
g. I spend time working with other teachers on curriculum and instructional planning	1	2	3
h. I have been involved in conferences and workshops and activities that bring me into contact with more teachers	1	2	3
i. I have technical difficulties which continually require me to change my lesson plans at the last minute	1	2	3

	<b>Less now</b>	<b>The same</b>	<b>More now</b>
j. I have students review and revise their own work	1	2	3
k. I have students explore a topic on their own, without procedural direction	1	2	3
l. I have students work on long projects	1	2	3
m. I have students select their own topic based on their own interest	1	2	3
n. I have students address problems linked to real-world contexts	1	2	3
o. I have students do work that is put to use by someone or some group	1	2	3
p. I have students get out of their seats and work actively in the classroom	1	2	3
q. I have to deal with controversial social issues in the classroom even though they are not part of the curriculum	1	2	3
r. I discuss with my students a subject which is fairly new to me	1	2	3
s. I allow myself to be taught by my students	1	2	3
t. I let students decide what materials or resources to use	1	2	3
u. I teach units and lessons that are interdisciplinary building in topics from other courses or subjects	1	2	3
v. I find that my students are taking initiative outside of class time—e.g. doing extra research or editing their work	1	2	3
w. I have students plagiarizing work	1	2	3
x. I have students conduct their own research	1	2	3

10. Please indicate **how frequently in the past year** you have had students participate in the following activities at school:

	<b>Never</b>	<b>1-2 times</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
a. Look at sites on the World Wide Web	1	2	3	4	5
b. Search for specific information on-line	1	2	3	4	5
c. Participate in on-going email exchanges with individual students (e.g. email pen pals)	1	2	3	4	5
d. Participate in on-going email exchanges with whole classes	1	2	3	4	5
e. Participate in collaborative writing projects with classes in other schools	1	2	3	4	5
f. Participate in collaborative math or science investigations	1	2	3	4	5
g. Contribute to creation of Web pages with many class members	1	2	3	4	5
h. Use presentation tools to represent projects they are doing in class (e.g. PowerPoint or Kid Pix)	1	2	3	4	5
i. Use content specific programs to reinforce or further explore content related to my curriculum (e.g. Sim City, 500 Nations)	1	2	3	4	5
j. Follow scientists doing work around the world as they are doing it	1	2	3	4	5
k. Participate in tele-mentoring email exchanges between students and adult mentors	1	2	3	4	5
l. Participate in projects in which students interview community members and report community opinion or experiences on Web pages	1	2	3	4	5
m. Use database and spreadsheet programs to gather and present information (e.g. FileMaker Pro, Microsoft Excel)	1	2	3	4	5

11. How would you describe the importance of computers to your current teaching practice? Would you say that your use of computers is '**Not at all essential**', '**Somewhat essential**', or '**Essential**' to your current teaching practice? When answering, consider the relative impact on your teaching practice if computers were no longer available for your use and circle one number:

**Not at all essential**

1

**Somewhat essential**

2

**Essential**

3

12. Which of the following best represent your use of computers and the Internet at school?  
**Circle one** number for **each** of the items listed:

	<b>Not a reason</b>	<b>Somewhat important reason</b>	<b>Important reason</b>	<b>Very important reason</b>
a. To increase student motivation and participation in their learning	1	2	3	4
b. To provide opportunities for students who do not have computers at home	1	2	3	4
c. To fulfill student and parent expectations	1	2	3	4
d. To give students the skills they will need in college	1	2	3	4
e. To keep up with new technologies	1	2	3	4
f. To find out about new teaching practices	1	2	3	4
g. To prepare students for life in an increasingly technological society	1	2	3	4
h. To help students feel more a part of the global community	1	2	3	4
i. To increase my professional collaboration with others through email	1	2	3	4
j. To overcome a lack of specialized staff or limited program offerings at my school	1	2	3	4
k. To provide resources or materials that are not available in textbooks or in the library	1	2	3	4
l. To satisfy district curricular requirements	1	2	3	4

## V. Tell us about You and Your School

The information in this section will enable us to understand how your school relates to national trends.

13. For what grade levels do you offer instruction. Please check **ONE**:

- a.  5th
  - b.  6th
  - c.  7th
  - d.  8th
- 

14. Which of the following best describes your position? Please check **ALL** that apply:

- a.  Teacher of general curriculum
  - b.  Teacher of special needs students
  - c.  Teacher of gifted and talented students
  - d.  Teacher of specialized subject matter
  - e.  School level computer coordinator/specialist
  - f.  Library media specialist
  - g.  Other (please specify): \_\_\_\_\_
- 

15. Including the current school year, for how many years have you been working as an educator?

\_\_\_\_\_ years. And for how many years have you been at Camden school? \_\_\_\_\_



16. What is your current primary teaching assignment, that is, the field in which you teach or instruct the most classes? Please check **ONE**:

Special Areas

- a.  Art
- b.  Basic skills and remedial education
- c.  Bilingual education
- d.  English/language arts
- e.  ESL
- f.  Foreign language
- g.  Mathematics
- h.  Science
- i.  Social studies/social sciences

Special Education

- j.  Developmentally disabled
- k.  Emotionally disturbed
- l.  Learning disabled
- m.  Speech and hearing impaired
- n.  Other special education
- o.  Vocational education
- p.  Other (please specify):  
\_\_\_\_\_

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17. Please tell us the highest degree you have earned:

- a.  Associate degree or diploma
- b.  Bachelor's degree
- c.  Master's degree
- d.  Education specialist or professional diploma (at least one year beyond Master's level)
- e.  Professional degree (e.g. MD, LL.B., JD, DDS)
- f.  Doctorate (Ph.D. or Ed.D)

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18. Is there someone who has made extraordinary efforts to bring to reality a vision of computer use in your school someone who has made a substantial contribution that would not have been made by other individuals in that same role? Please check **ALL** that apply, but be "tough".

- a.  Principal, Vice principal or other school administrator
- b.  School computer or technology coordinator or media specialist
- c.  Myself
- d.  Another teacher
- e.  District-level technology coordinator (SLT V)
- f.  District-level curriculum coordinator (SLT V)
- g.  Specific parents
- h.  Local business person, corporate sponsor or professional person in your community
- i.  Government official
- j.  University faculty member or students or network-based project liaison
- k.  A provider of network software, educational content or computer retailer

- l.  Educational consultants
- m.  Other (please describe): \_\_\_\_\_

19. Traditionally, who do you go to for help in using computers and the Internet and how often?

Circle how often for each of the following:

	<b>Never</b>	<b>1-2 times</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
a. Other teachers	1	2	3	4	5
b. School-based media specialist	1	2	3	4	5
c. Educational consultants	1	2	3	4	5
d. School-based technology coordinator	1	2	3	4	5
e. Students	1	2	3	4	5
f. District computer support staff	1	2	3	4	5
g. District curriculum staff	1	2	3	4	5
h. School-based administrators	1	2	3	4	5

20. Please indicate your year of birth and whether you are female or male:

- a. Year of birth: 19 \_\_\_\_\_
- b. Sex:
  - Female
  - Male

21. Please indicate your ethnicity:

- a.  African American (not of Hispanic origin)
- b.  American Indian or Alaskan Native
- c.  Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
- d.  Caucasian (not of Hispanic origin)
- e.  Hispanic (e.g. Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)

22. Please use this space to expand on any of the answers you have given or to add further topics that you believe are important in considering the integration of technology with teaching and learning at Camden Middle School.

*Thank you for completing this survey.*

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