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| Technology Evaluation Plan |
| Huron School District |
|  |
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| 5/1/2009 |

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CET 720: Group: Huron

May 1, 2009

# Technology Evaluation Plan for the Huron School District

## Description of Evaluand:

The Huron School District (HSD), home of the Tigers, lies within urban Huron, South Dakota, which was named after the Huron Tribe that once resided in the area.  Huron, Beadle County’s seat, is located in the South-Eastern part of the state.  EPodunk.com (2007) reported that approximately 11,377 people occupied Huron in 2003.  School Data Direct (2007) stated in a census document that the Huron School District had approximately 2,037 students, up 48 students from the previous year.  Our evaluation will focus on Huron’s six public schools, four elementary schools: Washington, Buchanan, Jefferson and Madison, one middle school: Huron Middle School, and one high school: Huron High School. Of these schools, 86.9% of students were Caucasian, 7.4% were Hispanic,  2.8% American Indian, 2.3% Black, and .6% were Asian. Of students listed, 35.4% were in the economically challenged category with the state’s percentage at 29.8%. The student to teacher ratio was approximately 1:15.5 (Huron School District data, 2007).  The table below shows a breakdown of the Huron School District's Student Proficiency test scores as of 2007-2008, SAT and ACT test scores as of 2007, the classroom profiles as of 2007 and some general information about the school and surrounding area.

### Huron School District Data

|  |  |  |
| --- | --- | --- |
| Huron School District Data | Huron High School | Huron Middle School |
| *Student Proficiency on State tests - 08* | | |
| Reading Proficiency % | 63.6 | 81.5 |
| Math Proficiency % | 58.2 | 74.8 |
| *Classroom Profile - 07* | | |
| Enrollment | 692 | 466 |
| Students per Teacher | 17.6 | 14.8 |
| *NCLB Information - 07* | | |
| School Meeting AYP? | Yes | No |

*Epodunk.com*

In addition to the above information, the Beadle County Demographics (2001) state that the median household income is $30,510, which is almost $5,000 lower than the median for the state of South Dakota (Epodunk.com).

Huron School District’s Technology Plan (2001) confirmed the elementary and middle school classrooms have four PC-networked labs with one networked printer and the teacher has one PC for attendance and grading purposes. The high school classrooms have one PC for teacher use and three computer labs for teacher/student use.  Two of the schools also have mobile computer labs for Internet use and assessment purposes (p. 7).

The priority for professional development activity, as stated in the goals below, is to collaborate with and meet the needs of students, faculty, and staff and to support their curriculum. The District will meet these needs by using professional development (PD) days to provide district-level trainings and provide on-going support by utilizing an established Technology Committee which will offer courses for initial training and promote new technology trainings as well as follow-up sessions when appropriate. (p. 4).

In addition to the above, teachers are asked to ascertain a curriculum which implements projects that focus on inquiry, design, and development.  Students are often asked to fill out surveys regarding the effectiveness of the technology and the use of technology within the classroom.

The HSD’s Technology Plan (2001) noted many goals that were implemented in 1996 through 2005 and are now on-going (pp. 8-11). The following is a partial list of those goals:

* Classroom learning environments will be collaborative, and projects will require involvement to promote engaged learning.
* Students will have opportunities to use a variety of modern technologies.
* Teachers will utilize professional development to work with students on inquiry, design, and development supported by technology tools.
* Administrators and teachers will focus on the integration of learning and technology.
* Staff and students will be provided with the knowledge, skill, and insight necessary to adapt successfully with technological and societal change.
* Communication, learning, and management will be enhanced through the use of technology.
* Classroom learning environments will be collaborative, and projects will require involvement to promote engaged learning (*pp. 8-11).*

## Evaluation Purpose:

In keeping with the Huron School District’s (HSD) vision, including their commitment for the successful integration of technology to help students develop higher-order skills, an evaluation process of the program has been requested. The purpose of this evaluation is to determine if the current integration of technology in the classroom is resulting in desired outcomes; preparing students to succeed in a digital world. The evaluation is also a vital process for the growth and improvement of the school program and attains information that will help plan and improve the technology professional development activities.

## Evaluation Audience:

The evaluation audience includes the stakeholders who will be teachers and administrators of the Huron School District, as well as the key stakeholders of the school's technology planning committee, and the school board. Audience members will also include non-stakeholders like students, parents, and other semi-peripheral individuals having an interest in the evaluation outcome.

## Evaluation Questions:

The technology committee will work closely with stakeholders to develop a list of plausible questions that will lead to the betterment of technology and technology use within the District. A list of the most critical evaluation questions proposed are as follows:

* Are we meeting our expected technology learning outcomes?
* What technology-related topics are covered in each grade level, is adequate time spent on each topic, and how well are students performing on expected outcomes?
* Are current technology (software/hardware) resources sufficient to support curriculum and how are they used?
* To what extent is the technology curriculum meeting our expectations?
* Does the current professional development plan for teachers adequately focus on technology integration in the classroom?
* Is there a process to evaluate website sources and is the Internet used as an effective tool to enhance student learning?

## Evaluation Approach:

The formal evaluation, based on the evaluation questions above, will be internal, conducted by personnel within the District. Evaluators have identified the importance of these questions as shown in column two of the Evaluation and Analysis Worksheet below.

Evaluators will gather evidence using a variety of formal and informal means as well as several techniques for analyzing qualitative and quantitative information, as shown in columns three and four of the worksheet below. Informal methods used to collect data will include: observations and/or group discussions. Formal methods will include: testing, reviewing student portfolios, questionnaires and surveys, and interviews with teachers, students, and staff (Sanders & Sullin, 2006, p. 24). Once the initial information is gathered, a pilot program involving a small group of students will be utilized and data will once again be analyzed and conclusions will be drawn from questions asked.

The ongoing goal-based evaluation will be formative with collection of information given to the technology committee on a monthly basis, and summative when all data has been accumulated, discussed and communicated to stakeholders at the end of each school year, as revealed in column five of the worksheet below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Questions** | **Why the Question is Important?** | **Information Needed to answer the Question** | **Data Collection Methods & Instruments Used** | **Data Analysis Methods** |
| Are we meeting our expected technology learning outcomes? | Are outcomes in terms of goals and objectives aligned with 21st Century Skills? | -Curriculum guidelines  -Teacher expectations  -District-created technology plan  -State-mandated and national standards.  -Teacher lesson plans  -Student records | -Teacher and parent questionnaires completed that address learning outcomes  -Teacher-created goal-log establishing how he/she plans to meet technology learning outcomes -Teachers and administrators will meet with evaluators (individually if possible) in focus-groups  -Necessary student records will be obtained and reviewed.  -Teacher Self-Evaluation Forms | -Data will be compiled by the evaluation team. Questionnaire responses from the start and end of the year will be compared using statistical analyses to determine significance.  -Teachers’ Self-Evaluation form responses will be compiled, recorded, and examined to see how their skills relate to learning outcomes.  -Information from focus groups (and interviews, if applicable) discussion will be used to identify areas of need in PD and student needs for the next school year. |
| How well are students performing on expected outcomes? What technology-related topics are covered in each grade level and is adequate time being spent on each topic? | We need to We need to know how well we are meeting set goals and expected technology standards. We also need to establish whether or not we are meeting our District-created deadlines. | -A copy of District-created goals, state-mandated and national content standards.  -Dakota STEP tests, NCLB tests, District-created formative classroom assessments/tests for teachers and students, teacher-created lesson plans, curriculum guides.  -Classroom observation records | -Teachers will need to create a curriculum map of technology-related topics covered in their class over the course of the year.  -Teachers will need to hand in lesson plans each week.  -An attitude scale will be distributed to students allowing anonymous input on their performance with technology at the beginning and end of the year.  -Class assignments or activities that show a before and after or pretest and post-test of skills achieved.  -An observation checklist will be used by administration randomly throughout the year.  -A teacher/parent survey regarding student achievements/failures will be utilized at the end of the year. | -Teachers will meet with the grade above and below them to compare curriculum maps to create a better flow of technology-related teachings.  -Administration will keep lesson plans and work with the evaluation team on compilation.  -The observation checklist that is used randomly throughout the year will tell the true story of how well technology is meeting the needs of students in the classroom. The compiled information from this observation will be shared with staff on professional development days throughout the course of the year.  -Student, parent and teacher surveys/scales will be handed in and compiled by the evaluation team.  The curriculum will be reassessed in an informal discussion with staff on where we are and where we need to be. |
| **Evaluation Questions** | **Why the Question is Important?** | **Information Needed to answer the Question** | **Data Collection Methods & Instruments Used** | **Data Analysis Methods** |
| Are current technology (software/hardware) resources sufficient to support curriculum and how are they used?  What is the acquisition process and does it connect to learning needs? | -We must know what technologies are available and if they are sufficient to meet the technology goals and standards of the District.  -The acquisition process must be equitable and relate to curriculum needs. | -List of technologies utilized by the teacher  -Software Evaluation Forms with teacher input on strengths and weaknesses  -Updated inventory lists of hardware and software.  Software/hardware acquisition policy | -Questionnaire will be distributed to parents, teachers and students at the beginning of the year and end of the year. It will identify technology-related strengths/weaknesses within the District.  -Inventory lists for each room  -Teachers will also create a “wish-list” of what additional technology they hope to utilize the upcoming year. | -Data (inventory lists, questionnaire responses, and other input) will be compiled and entered in a database for processing (i.e. reports and extracting data for statistical analyses).  -Analyses will provide information on District growth over the course of the year.  -Inventory lists will be compiled and a copy will be stored in another location.  Lists created by the staff will be used to aid in the creation of the technology budget/professional development for the up-coming year. |
| Is there a visible connection between curriculum and technology and how are technology curriculum meeting expectations? | -We need to establish whether we are achieving what we set out to achieve.  -We need to know if the use of technologies is enhancing the learning outcomes. | -Teacher-created log  -State-mandated and national technology content standards  -Data that displays areas that need improvements will need to be utilized.  -Observations  -Lesson plans  -Students’ portfolios | -Teachers will log results on goals they have set and goals set by the district throughout the year. This log will dictate time spent on each goal/outcome.  -An attitude scale will be distributed to students allowing anonymous input on student and teacher performance with technology will be utilized at the beginning and end of each school year.  -Students’ portfolios-class assignments or activities that show the use of technology as a tool to express student knowledge and ideas.  -A teacher/parent survey regarding curriculum and initial outcome achievements/failures will be utilized at the end of the year. | -Teachers will evaluate logs kept over the course of the year. They will analyze how well students performed on each goal according to time spent on each and how well students grasped the information.  -The surveys/scales completed from these logs/pre and post tests and parent/teacher survey will then be handed in and compiled by the evaluation team.  -The curriculum will be reassessed in an informal discussion with staff on where we are and where we need to be.  -Time-series comparison of assessment data will be tracked and compared, and then the impact of technology will be determined. |
| Does the current professional development plan for teachers adequately focus on technology integration in the classroom? | We need to know if teachers have the technology skills that allow them to properly teach the needed skills within their classroom as compared to the ISTE NETS standards. | Syllabus or schedule of professional development opportunities offered throughout the year, a copy of the ISTE NETS standards. | A survey provided to teachers allowing feedback on professional development activities and how they utilized PD within their classrooms will be used at the end of the school year. | Compilation will allow for further investigation in regards to what teachers are lacking and what they need to have included in their PD opportunities for further technological growth. |
| Is there a process to evaluate Web sources and is the Internet used as an effective tool to enhance learning? | We need to know if students are using the Internet as an appropriate technology tool and how websites are evaluated. | -Teacher and administration input regarding Internet use  -Administration Policy of Internet use in curriculum | -Website evaluations  -Curriculum guides  -District’s Website standards | Compiled data from Website evaluations will be recorded and thematically analyzed, categorization of themes by frequency of mention, etc… |

Table Huron Technology Evaluation Plan Worksheet

## Data Analysis Methods

Although column five of the matrix contains data analysis methods, it is important to emphasize their vital role in the evaluation. The data collected are essential parts of the evaluation plan, but by themselves they have little meaning. Analyzing these data allows evaluators to realize their significance and compare them in meaningful ways. The specific statistical tests used in the analysis will depend on the type of information involved. Using statistical software like Minitab™, data become valuable information. The information collected will be used to answer each of the evaluation questions. Data obtained by the evaluation instruments (Appendix A) will be compiled by the evaluation team. Interview and open-end question responses will be processed by thematic analysis, categorization of themes by frequency of mention, and other statistical methods. Time-series comparison of assessment data will be tracked and compared, and then technology’s impact will be determined. Correlation tests will be used to determine possible relationships between data sets. Two-sample and Paired T-Tests will be implemented to indicate significant differences between groups’ and individuals’ assessment scores. Statistical significances will be recorded and used to evaluate technology’s impact on student learning outcomes.

## Website Evaluation

The last evaluation question in the matrix relates to website evaluation. Because the Internet has become a prominent part of our lives in business and in our homes, Web resources are a vital part of the success of any school district using technology in the curriculum. There will undoubtedly be concerns from some of the stakeholders over its use in the classroom. Therefore, added emphasis will be noted here that the website evaluation will be a required part of the Technology Evaluation Plan.

It is essential that students and teachers use the Internet as a technology to enhance learning outcomes, while maintaining the safety and protection of all individuals and the security of the district’s networks. Information security is beyond the scope of this evaluation, but a copy of the district’s Acceptable Use Policy (AUP) will be reviewed as part of this evaluation.

The Website Evaluation Form (Appendix A), developed by Ron Goral, will be used by students and teachers to examine sites and considers the following:

* The contents of the website need to be relevant to what is being taught in the classroom.
  + Is it relevant?
  + Is it free of errors?
  + Is it appropriate?
  + Is the information current?
  + Will the content improve student learning.
  + Will the content be in accordance with the district policy?
* The site needs to meet the criteria to be an effective learning tool.
* Other areas under question will be Web design, functionality, and ease of use.

Technology integration is more than just the use of technology in the classroom. It is how, when, and why it is used and it must improve student learning.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HARDWARE**  **INVENTORY LIST** | District | | Sheet # | | | | | | |
| Database Entry Date: |
| Company Name: | | |  | Last Updated: | |  |  | Initials |  |
| ID# |  |  |  |  |  |  |  |  |  |
| Street Address: | |  |  |  |  |  |  |  |  |
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| City: \_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State: \_\_\_\_\_\_\_ Zip Code: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
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| Comments: |  |  |  |  |  |  |  |  |  |
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## Appendix A- Instruments

Table Hardware Inventory List

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Software Evaluation** | | |  |  |  |  |  |  |  |  |
| **Evaluator:** | | | |  |  |  |  |  |  |  |
| **Date:** | | **Application:** | | | |  |  |  |  |  |
| ***Instructions:*** *Rate each item below using the following scale:* | | | | | | | |  |  |  |
| **1** = Non-existent, **2** = Poor, **3** = Fair, **4** = Good, **5** = Excellent | | | | | | |  |  |  |  |
| ***Content*** | |  |  |  |  |  |  |  |  |  |
| *Accuracy:* | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1. Error-free information | | |  |  |  |  |  |  |  |  |
| 2. Current information | | |  |  |  |  |  |  |  |  |
| 3. Objective, balanced presentation of information | | | | | |  |  |  |  |  |
| 4. Bias-free viewpoints and images | | | |  |  |  |  |  |  |  |
| 5. Balanced representations of cultural, ethnic, and racial groups | | | | | | |  |  |  |  |
| 6. Correct use of grammar, spelling, and sentence structure | | | | | | |  |  |  |  |
| *Appropriateness:* | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 7. Concepts and vocabulary relevant to students' abilities | | | | | |  |  |  |  |  |
| 8. Information relevant to the District K-12 curriculum | | | | | |  |  |  |  |  |
| 9. Interaction compatible with the physical and intellectual maturity of intended audience | | | | | | | | |  |  |
| *Scope:* |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 10. Information of sufficient scope to adequately cover the topic for the intended audience | | | | | | | | | |  |
| 11. Logical progression of topics | | | |  |  |  |  |  |  |  |
| 12. Variety of activities, with options for increasing complexity | | | | | | |  |  |  |  |
| ***Technical Aspects*** | | |  |  |  |  |  |  |  |  |
| *Navigation:* | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1. Rapid retrieval of information and screen transitions | | | | | |  |  |  |  |  |
| 2. Intuitive icons, menus, and directional symbols that foster independent use | | | | | | | |  |  |  |
| 3. Controllable pace, including options for stop/pause/exit | | | | | | |  |  |  |  |
| 4. Controllable sound and narration that can be turned off separately | | | | | | |  |  |  |  |
| 5. Search paths for return to previous screens viewed | | | | | |  |  |  |  |  |
| 6. Easy access to cross references, additional information | | | | | |  |  |  |  |  |
| 7. Two levels of searching (including Boolean strategy), when appropriate | | | | | | | |  |  |  |
| 8. Bookmark and highlighting features, when appropriate | | | | | |  |  |  |  |  |
| *Save/Record-Keeping Features:* | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 9. Logical options for printing/downloading all or selected text, and graphics | | | | | | | |  |  |  |
| 10. Save feature for search results, when appropriate | | | | | |  |  |  |  |  |
| 11. Save options for games or activities in progress | | | | | |  |  |  |  |  |
| 12. Note-taking feature, when appropriate | | | | |  |  |  |  |  |  |
| 13. Record-keeping feature to monitor student progress | | | | | |  |  |  |  |  |
| *Presentation:* | |  |  |  |  |  |  |  |  |  |
| 16. Information presented in a manner to stimulate imagination and curiosity | | | | | | | |  |  |  |
| 17. Activities that provide opportunities for creative problem solving | | | | | | | |  |  |  |
| 18. Use of appropriate and supportive feedback | | | | |  |  |  |  |  |  |
| 19. Options for help, tutorial segments | | | | |  |  |  |  |  |  |
| 20. Uncluttered screen displays | | | |  |  |  |  |  |  |  |
| 21. Captions, labels, or legends for visuals | | | | |  |  |  |  |  |  |
| 22. Legible text and print size that is appropriate for the intended audience | | | | | | | |  |  |  |
| *Quality:* | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 23. High quality visuals relevant to the content | | | | |  |  |  |  |  |  |
| 24. High quality audio and video consistent with state-of-the-art reproduction capabilities | | | | | | | | | |  |
| 25. Sound that is clearly understandable and consistent in quality and volume | | | | | | | |  |  |  |
| 26. Sound and music that is relevant to screen displays | | | | | |  |  |  |  |  |
| ***Documentation*** | |  |  |  |  |  |  |  |  |  |
| *Technical Information:* | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1. Descriptions of specific hardware requirements for operating the application | | | | | | | | |  |  |
| 2. Instructions for installation and operation | | | | |  |  |  |  |  |  |
| 3. Instructions for search and help features | | | | |  |  |  |  |  |  |
| 4. Toll free technical support telephone number | | | | |  |  |  |  |  |  |
| *Teacher's Guide:* | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5. Description of target audience | | | |  |  |  |  |  |  |  |
| 6. Summary of the contents of the application | | | | |  |  |  |  |  |  |
| 7. Instructional and/or behavioral objectives | | | | |  |  |  |  |  |  |
| 8. Suggestions for classroom use, lesson plans, related activities | | | | | | |  |  |  |  |
| 9. Supplementary materials for student use, such as camera-ready worksheets and activity pages | | | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Total Rating |  |  |

Table Software Evaluation Form (Evalutech.com).

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| --- | --- | --- | --- | --- | --- | --- |
|  | **SOFTWARE INVENTORY LIST** | **District:** | Last Updated: |  | Initials: | Sheet # |
|  | Database Entry Date: |  |  |  |  |  |
| **nv. ID #** | **Software Title and Version** | **Serial/ Product Number** | **No. of Licenses/ License Number** | **Purchase Date** | **Cost** | **Location(s) Installed** |
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Table Software Inventory List

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| **Vendor/Supply Company** |  | |  | | Products: | |  | | | |  | |  | | |  | |  | |
| Company Name: |  | |  | |  | | Last Updated: | | | |  | |  | | Initials | | |  | |
| ID: Database Entry Date: |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
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Table Vendor Information Form

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| **Lease Company** |  | |  | | Products: |  | |  |  | |  |  |
| Company Name: |  | |  | |  | Last Updated: | |  |  | Initials | |  |
| ID: Database Entry Date: |  | |  | |  |  |  |  |  | |  |  |
| Street Address: | | |  | |  |  |  |  |  | |  |  |
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Table Lease Information Form

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| **Repair Company** |  | |  | | Products: |  | |  |  | |  |  |
| Company Name: |  | |  | |  | Last Updated: | |  |  | Initials | |  |
| ID: Database Entry Date: |  | |  | |  |  |  |  |  | |  |  |
| Street Address: | | |  | |  |  |  |  |  | |  |  |
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Table Repair Information Form

Table Self-Evaluation Rubrics for Basic Teacher Computer Use (Quiñones & Kirshstein, 1998, pp. 95-97)

**Self-Evaluation Rubrics for Basic Teacher Computer Use**

Please judge your level of achievement in each of the following competencies. Circle the number which best reflects your current level of skill attainment. (Be honest, but be kind.) At the end of the training program, you will complete the same set of rubrics that will reflect your level of skill attainment at that time. (Level 3 is considered mastery.) This tool is to help measure the effectiveness of our training program, and to help you do a self-analysis to determine the areas in which you should continue to learn and practice. Keep a copy of these rubrics to refer to during the training.

**I. Basic computer operation**

Level 1 I do not use a computer.

Level 2 I can use the computer to run a few specific, preloaded programs. It has little effect on either my work or home life. I am somewhat anxious I might damage the machine or its programs.

Level 3 I can set-up my computer and peripheral devices, load software, print, and use most of the operating system tools like the scrapbook, clock, note pad, find command, and trash can (recycling bin). I can format a data disk.

Level 4 I can run two programs simultaneously, and have several windows open at the same time. I can customize the look and sounds of my computer. I use techniques like shift-clicking to work with multiple files. I look for programs and techniques to maximize my operating system. I feel confident enough to teach others some basic operations.

**II. File management**

Level 1 I do not save any documents I create using the computer.

Level 2 I save documents I’ve created but I cannot chose where they are saved. I do not backup my files.

Level 3 I have a filing system for organizing my files, and can locate files quickly and reliably. I back-up my files to floppy disk or other storage device on a regular basis.

Level 4 I regularly run a disk-optimizer on my hard drive, and use a back-up program to make copies of my files on a weekly basis. I have a system for archiving files which I do not need on a regular basis to conserve my computer’s hard drive space.

**III. Word processing**

Level 1 I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I occasionally use the word processor for simple documents which I know I will modify and use again. I generally find it easier to hand write or type most written work I do.

Level 3 I use the word processor for nearly all my written professional work: memos, tests, worksheets, and home communication. I can edit, spell check, and change the format of a document. I can paginate, preview and print my work. I feel my work looks professional.

Level 4 I use the word processor not only for my work, but have used it with students to help them improve their own communication skills.

**IV. Spreadsheet use**

Level 1 I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet which adds a column of numbers.

Level 3 I use a spreadsheet for several applications. These spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.

Level 4 I use the spreadsheet not only for my work, but have used it with students to help them improve their own data keeping and analysis skills.

**V. Database use**

Level 1 I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I understand the use of a database and can locate information within one which has been pre-made. I can add or delete data in a database.

Level 3 I use databases for a personal applications. I can create an original database – defining fields and creating layouts. I can find, sort and print information in layouts which are clear and useful to me.

Level 4 I can use formulas with my database to create summaries of numerical data. I can use database information to mail merge in a word processing document. I use the database not only for my work, but have used it with students to help them improve their own data keeping and analysis skills.

**VI. Graphics use**

Level 1 I do not use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 I can open and create simple pictures with the painting and drawing programs. I can use programs like *PrintShop* or *SuperPrint*.

Level 3 I use both pre-made clip art and simple original graphics in my word processed documents and presentation. I can edit clip art, change its size, and place it on a page. I can purposefully use most of the drawing tools, and can group and un-group objects. I can use the clipboard to take graphics from one application for use in another. The use of graphics in my work helps clarify or amplify my message.

Level 4 I use graphics not only for my work, but have used it with students to help them improve their own communications. I can use graphics and the word processor to create a professional looking newsletter.

**VII. Hypermedia use**

Level 1 I do not use hypermedia (HyperStudio) or can I identify any uses or features it might have which would benefit the way I work.

Level 2 I can navigate through a pre-made hypermedia program.

Level 3 I can create my own hypermedia stacks for information presentation. These stacks use navigation buttons, sounds, dissolves, graphics, and text fields. I can use an LCD projection device to display the presentation to a class.

Level 4 I use hypermedia with students who are making their own stacks for information keeping and presentation.

**VIII. Network use**

Level 1 I do not use the on-line resources available in my building, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 I understand that there is a large amount of information available to me as a teacher which can be accessed through networks, including the Internet. With the help of the media specialist, I can use the resources on the network in our building.

Level 3 I use the networks to access professional and personal information from a variety of sources including networked CD-ROM reference materials, on-line library catalogs, the ERIC database, and the World Wide Web. I have an e-mail account that I use on a regular basis.

Level 4 Using telecommunications, I am an active participant in on-line discussions, can download files and programs from remote computers. I use telecommunications with my students.

**IX. Student Assessment**

Level 1 I do not use the computer for student assessment.

Level 2 I understand that there are ways I can keep track of student progress using the computer. I keep some student produced materials on the computer, and write evaluations of student work and notes to parents with the word processor.

Level 3 I effectively use an electronic grade book to keep track of student data and/or I keep portfolios of student produced materials on the computer. I use the electronic data during parent/teacher conferences.

Level 4 I rely on the computer to keep track of outcomes and objectives individual students have mastered. I use that information in determining assignments, teaching strategies, and groupings.

**X. Ethical use understanding**

Level 1 I am not aware of any ethical issues surrounding computer use.

Level 2 I know that some copyright restrictions apply to computer software.

Level 3 I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my students know my personal stand on legal and moral issues involving technology. I know and enforce the school’s technology policies and guidelines, including its Internet Acceptable Use Policy. I have a personal philosophy I can articulate regarding the use of technology in education.

Level 4 I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

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| **Website Evaluation Form** |  |  |  |  |  |  |  |  |
| Evaluator: |  |  |  |  |  |  |  |  |
| School: |  |  |  |  |  |  |  |  |
| Site Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |
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| (Respond to all questions below. Leave blank any question that does |  |  |  |  |  |  |  |  |
| not apply.) |  |  |  |  |  |  |  |  |
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| Consider WHO is responsible for the website: |  |  |  |  |  |  |  |  |
| - Does the publisher appear to be knowledgeable about the content? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Does the publisher qualify as an authority or expert on the topic? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Can you contact the publisher from the site? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the site's sponsor identified? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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| Consider WHAT is the content/subject matter of the website: |  |  |  |  |  |  |  |  |
| - Does the content appear to be accurate? Error free? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the information presented in an objective manner, with a minimum |  |  |  |  |  |  |  |  |
| of bias? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is there real depth-of-content (vs. information that is limited and |  |  |  |  |  |  |  |  |
| superficial)? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Are links from the site appropriate and/or supportive of the content? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Does the content have educational or informational value? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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| Consider WHERE the website resides: |  |  |  |  |  |  |  |  |
| - What type of domain is this site? |  |  |  |  |  |  |  |  |
| \_\_ .gov \_\_ .com \_\_ .edu \_\_ .org \_\_ .net. \_\_ .biz Other \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |
| - Is this a personal page with a "~" or ".name" in the URL? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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| Consider WHEN the website was last updated: |  |  |  |  |  |  |  |  |
| - Is the information current? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Does the site provide information on when it was last updated? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Does a current date matter? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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| Consider HOW the main page looks and functions: |  |  |  |  |  |  |  |  |
| Website Evaluation (continued) | | | |  |  |  |  |  |
| - Is the page easy to understand and use? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the page well organized? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Does the page load in a reasonable amount of time? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Do all of the links work? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the page free from (excessive amounts of) advertising? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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| Consider WHY the website exists: |  |  |  |  |  |  |  |  |
| - Is the site trying to |  |  |  |  |  |  |  |  |
| sell something? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| inform? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| persuade? \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the website appropriate for your target audience? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
| - Is the Internet the best place to find this information (vs. books, journals, etc.)? |  |  |  |  |  |  |  |  |
| \_\_\_ YES \_\_\_ NO |  |  |  |  |  |  |  |  |
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Table Website Evaluation Form (http://www.madison.k12.wi.us/tnl/detectives/eval\_form.txt)

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