

2003 FORMATIVE EVALUATION REPORT

**University of Minnesota at Morris
New Teachers New Technology Grant Project**

**Prepared by the
Action Consulting and Evaluation Team**

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Introduction

This report evaluates the New Teachers New Technology (NTNT) project at the University of Minnesota at Morris (UMM). In June of 2002, the UMM Division of Education was awarded a \$297,870 grant from the U.S. Department of Education Preparing Tomorrow's Teachers to Use Technology (PT3) Program to implement their New Teachers New Technology (NTNT) project from July 2002 to June 2003. The goal of PT3 is to "improve the knowledge and ability of future teachers to use technology in improved teaching practices and student learning opportunities, and to improve the quality of teacher preparation programs." The PT3 grant aims to support the UMM NTNT project for three years: 2001-02, 2002-03, and 2003-04.

To evaluate the NTNT grant project in its second year, UMM contracted with the Action Consulting and Evaluation Team (ACET). ACET has worked with UMM in designing an evaluation plan for the PT3 Capacity Building Grant received in June of 1999. During the development of the plan, five main outcomes, with specific indicators for success, were identified by UMM staff to correspond to the NTNT goals:

NTNT Goals

- Implement a perpetual change process designed to assure University of Minnesota Morris pre-service teacher candidates are prepared to effectively utilize current technology in instruction to improve student learning and achievement.
- P-16 Educators in Minnesota and International consortium schools where University of Minnesota Morris students are placed, participate in the education of prospective teachers, implementing curricular revision that capitalizes on the resources and processes made available through new technologies to foster students' questioning, collaborative investigation, and decision-making skills, and the ability to apply new knowledge, while using authentic assessment of learning in their instruction.
- University of Minnesota Morris pre-service teacher candidates actively use appropriate and effective applications of current IT tools throughout their collegiate degree program, P-12 practicum, and student teaching placements in Minnesota and International schools including the *GST and ELTAP programs.
- Prospective and beginning P-12 teachers effectively utilize current and appropriate IT tools in their instruction of P-12 students demonstrating achievement of technology competencies.
- Beginning P-12 teachers, through their first years of teaching are supported through comprehensive mentoring and IT based induction processes to assure their effectiveness as educators and ability to utilize appropriate and effective applications of current IT tools in teaching their students.
- Collaboration among consortium partner educational institutions and public and private for profit and non-profit agencies is strengthened through accomplishment of mutual goals and equitable sharing and use of resources.

- A permanent assessment, evaluation, feedback, and dissemination process is implemented that assures instructional approaches are appropriate, that graduates utilize them in P-12 instruction, and that current applications of IT are effectively modeled and disseminated.

Evaluation Outcomes

- *Increase prospective teachers and educators' knowledge of instructional technology (IT) – Corresponding to goal #2;*
- *Improve prospective teachers and PK-16 educators' ability to integrate IT into their instruction – Corresponding to goal #3,5);*
- *Improve PK-12 student performance – Corresponding to goal #2;*
- *Continue relationships with partnering institutions and organizations – Corresponding to goal #4,6; and*
- *Implement an integrated evaluation feedback system to continuously improve the project – Corresponding to goal #7.*

Several data sources and evaluation procedures were used to address the five outcomes, both qualitative and quantitative, to include surveys, site visits, focus group sessions, interviews, and project records. On-line surveys were administered to the following groups in spring 2003: (1) UMM faculty; (2) UMM education students; (3) a sample of PK-12 consortium teachers; and (4) a sample of PK-12 consortium students. In addition to on-line surveys, NTNT project staff also administered several surveys aimed at measuring IT use, knowledge, and competency, as well as satisfaction with NTNT activities. Furthermore, two ACET consultants conducted site visits in spring 2003 at a sample of five consortium schools and at UMM to observe instructional practices¹ and to moderate focus group sessions with teachers/faculty and students. During this time frame, a sample of business partners was also interviewed to gather feedback about their involvement. Finally, records were collected from the NTNT project staff to describe NTNT activities.

This report represents evaluation activities collected for year two. The data gathered from year one, 2001-02, served as baseline. Key findings from the data collected are summarized first, followed by a table outlining progress and challenges, and then concluding with individual summaries of the online surveys, NTNT project surveys, site visits, and business partner interviews.

KEY FINDINGS

- Most of the NTNT indicators listed in the evaluation plan have been met or were on target to meet the three year outcomes. NTNT project staff have used the evaluation data from 2002 and other feedback collected from stakeholders to modify NTNT activities and project objectives.
- NTNT activities positively impacted the abilities of stakeholders to integrate IT.

¹ Classroom sessions were not observed at UMM during the 2003 site visit.

- Stakeholders stated being more comfortable, confident, and self-sufficient with various IT applications during focus group sessions. Comments from individuals included, “technology is now more integrated and natural than it used to be”.
- Higher levels of understanding were recorded by participants after receiving training in digital hardware use and assorted technology resources (i.e., grading program). Other notable increases were also recorded in the use of online resources and multimedia presentations. Participants reported being, “willing to do more because of the training”.
- Areas with the least change were in webpage development and in developing electronic portfolios.
- Stakeholders reported high levels of consistent use of basic computer applications (i.e., word processing) in both years.
- The results from the online surveys were very similar from 2002 to 2003; the most significant increases were observed with UMM education faculty and with consortium students. The percent of UMM education faculty fully integrating IT increased from zero percent in 2002 to 25 percent in 2003. Consortium students, however, recorded less frequent use of IT applications as compared to 2002.
- Prioritizing time to implement IT remains a critical barrier for stakeholders. Suggestions included
 - Being more flexible with training schedules;
 - Providing more opportunities to learn and work with new IT; and
 - Offering on-site IT technical support.
- Other recommendations to improve the NTNT project for the upcoming year included:
 - Offering more “hands on” activities and guided practices with IT integration;
 - Presenting workshops that are focused on a specific type of IT integration (i.e. Inspiration, webpage design, developing electronic portfolios) and breaking these workshops into multiple sessions rather than a broad range of IT; and
 - Offering a web community for consortium schools to share ideas and experiences with the uses of various IT applications.
- The NTNT project struggled with some items during second year implementation.
 - Meeting the specific needs of all consortium partner (some stakeholders felt the trainings were not useful for them and the partnership with UMM was not beneficial for their school);
 - Facilitating communication between consortium partners; and
 - Implementing certain activities listed for 2002-03 (i.e., laptop component, mentor program, IT based program for Native American Teachers Aids); these items were dropped from year three planning.
- Overall, satisfaction with the NTNT project was reported by various stakeholders.
 - Several of the business partners and consortium schools interviewed were satisfied with their partnership with UMM. These partners expressed an interest to continue or increase their participation. Partner comments included, “the NTNT activities have motivated us to put more time in learning and using technology”.

PROGRESS FOR YEAR 2

The table below outlines the progress UMM made in the second year of the NTNT project.

Outcomes	Indicators of Change (Over the next 3 years)	Progress
<i>Increase prospective teachers and educators' knowledge of IT.</i> (Goal #2)	<ul style="list-style-type: none"> • Demonstrate improved IT literacy. • Number/percent of Prospective and K-16 educators requesting and receiving IT training by type will increase. 	<ul style="list-style-type: none"> • On target – Improvements noted. • Partially on target – 22 NTNT trainings offered in 2002-03 as compared to 24 in 2001-02. Stakeholders reported high levels of satisfaction with trainings. Suggestions for 2003-2004 were also reported.
<i>Improve prospective teachers and K-16 educators' ability to integrate IT into their instruction.</i> (Goal #3,5)	<ul style="list-style-type: none"> • At least 90% of prospective and K-16 educators will effectively utilize current IT tools in their instruction. 	<ul style="list-style-type: none"> • Progress towards target – All UMM education faculty in 2003 reported partial (75%) to full integration of IT (25%) as compared to 2002 (100% partial and 0% full); The percent of consortium teachers integrating IT was similar for both years.
<i>Improve K-16 student performance.</i> (Goal #3,5)	<ul style="list-style-type: none"> • K-16 students and educators will report improved student performance. 	<ul style="list-style-type: none"> • No direct improvement cited yet – Stakeholders felt IT integration would improve various aspects of student performance.
<i>Continue relationships with business partners and K-12 consortium school partners.</i> Goal #4, 6)	<ul style="list-style-type: none"> • Maintain or increase the number of partnering institutions that participate in project meetings/events. • Partners will report satisfaction w/project. 	<ul style="list-style-type: none"> • Partially on target – Business partners increased from 26 in 2002 to 38 in 2003 (see Appendix B); consortium partners decreased from 24 in 2002 to 23 in 2003 (see Appendix C for the in-kind report). • On target – Partners who reported being involved were very satisfied.
<i>Implement an integrated evaluation feedback system to continuously improve the project.</i> (Goal #7)	<ul style="list-style-type: none"> • IT task force will meet twice a year to guide NTNT activities. • Beginning K-16 educators paired w/mentor. • Courses redesigned to incorporate IT. • IT related events attended by prospective and K-16 educators. 	<ul style="list-style-type: none"> • On target – 15 members; met twice to discuss NTNT activities and technology competencies. • Not on target – Will not be implemented as part of NTNT project. • On target – All education courses at UMM redesigned to incorporate IT. • On target – 64 events: UMM faculty present at 60; consortium schools at 20 events; UMM students at 14; and business partners at 16; (see Appendix A).

UMM NTNT project staff and Division of Education faculty will use the evaluation results reported above to identify the strengths of the program, reflect on challenges encountered during the second year of implementation, and make improvements for year

three. The following pages contain individual summaries of the online surveys, NTNT project surveys, site visits, and business partner interviews.

Spring 2003 – Online Survey Results

In Spring of 2003 (April-May), the University of Minnesota at Morris surveyed four groups of stakeholders to identify how students and teachers access and use IT on campus and in K-12 classrooms: (1) UM-Morris Faculty, (2) UM-Morris education students, (3) a sample of K-12 consortium school teachers, and (4) a sample of K-12 consortium students. This report represents the second of three years of data collection. As such, survey results were compared to baseline data from last year to identify key themes (new and continuing trends). The surveys will also be used to guide efforts by UMM to revise and improve implementation strategies. Following are the overall findings from the surveys, followed by individual survey results².

Key Findings

- Overall, survey results were very similar for all the stakeholders in both years. The greatest difference among stakeholders from 2002 to 2003 was observed with UMM education faculty and with consortium students.
- Perception of the benefits of IT integration increased slightly. The various stakeholders surveyed believed integrating IT into the curriculum would help their students do well, increase professional development opportunities, and support productivity.
- IT integration increased slightly among UMM education faculty. The percent of UMM education faculty fully integrating IT increased from zero percent in 2002 to 25 percent in 2003. Responses from consortium teachers were similar for both years. Consortium students, however, recorded less frequent use of IT applications as compared to 2002.
- Use of IT varied among the stakeholders. Consortium educators reported engaging in IT more frequently than UMM and consortium students in the classroom. UMM education faculty reported more experience with using hardware devices and searching the Internet for resources than other UMM faculty.
- Some IT applications used more commonly than others. The most frequently cited IT applications among the various stakeholders were the use of the Internet and office applications. The least frequently cited applications were hardware devices, guiding student use of technology, web development, and management software for faculty. This trend of use and experience was very similar to those in 2002.

² The surveys were completed on the Internet by University staff, participating teachers, student teachers, and PK-12 students. First year return rates were: 57 of 129 UMM faculty (representing 38%), source www.mrs.umn.edu/academic/databk01/page50.html; 10 of 90 UMM education students (11%); 124 of approximately 1000 K-12 school teachers (12%); and 620 of approximately 5000 K-12 school students (12%). Return rates for the second year were: 53 of 123.5 UMM faculty (representing 35%); 31 of 90 UMM education students (34%); 112 out of approximately 1000 PK-12 school teachers (11%); and 883 out of approximately 5000 K-12 school students (18%). Results from UMM faculty and K-12 consortium teachers and students were fairly representative of the corresponding population (the level of precision is at 95 percent, with a plus or minus error of approximately 10 percent). Data from UMM education students only represented the group of participants who responded to the survey; thus, results cannot be generalized.

- More help and time with IT is needed. A variety of barriers were identified by the stakeholders. Barriers mentioned included lack of time to implement IT, partial IT knowledge, and limited access to resources (e.g., outdated equipment). These barriers appeared to be constant from year-to-year for the stakeholders.

2003 Spring Results (2002 Spring Results)

	UMM Education Faculty	UMM Other Faculty	UMM Education Students ³	K-12 Teachers	K-12 Students
Question	n=8 (6)	n=45 (51)	n=31	n=112 (124)	n=883 (620)
1a. Technology integration	1.3 (1.0)	1.0 (0.9)	0.9	0.9 (0.9)	

0= Not at All, 1=Partially, 2=Fully

1b. Frequency of use			2.3	4.0 (3.5)	3.0 (3.8)
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0=Not at all, 1=Less than once a month, 2=Monthly, 3=Weekly, 4=Two-three times a week, 5=Daily

2a. Prepare materials	3.0 (2.5)	2.6 (2.6)	3.0	2.4 (2.6)	
2b. Administrative tasks	2.6 (2.7)	2.3 (2.4)	2.4	2.3 (2.2)	
2c. Assess performance	2.3 (2.5)	1.8 (1.5)	2.6	2.4 (2.3)	
2d. Search the Internet	4.0 (3.7)	3.1 (3.4)	3.3	3.0 (2.9)	2.5 (1.3)
2e. Office applications	3.8 (3.3)	3.4 (3.4)	3.8	3.0 (2.9)	2.3 (1.7)
2f. Hardware devices	3.0 (2.0)	2.0 (2.3)	2.2	1.6 (1.8)	1.6 (1.5)
2g. Audio/video equipment	2.6 (2.5)	2.2 (2.4)	2.4	2.1 (2.2)	
2h. Students use technology	2.6 (2.3)	2.0 (2.1)	2.2	2.3 (2.3)	
2i. Web-development	1.6 (1.8)	1.4 (1.1)			
2j. Post materials on the net	2.3 (2.3)	1.9 (2.0)			
2k. Management software	1.6 (1.7)	1.2 (0.7)			
2l. Prepare materials	2.1 (1.7)	1.7 (1.8)	2.5	1.9 (2.2)	
2m. Administrative tasks	1.8 (1.8)	1.6 (1.6)	2.3	1.7 (1.9)	
2n. Assess performance	2.4 (1.8)	1.5 (1.6)	2.1	1.8 (2.1)	
2o. Search Internet	0.9 (1.0)	1.5 (1.3)	2.3	1.7 (1.9)	
2p. Office applications	1.0 (1.8)	1.3 (1.3)	2.3	1.7 (1.9)	
2q. Hardware devices	2.1 (2.3)	1.7 (1.7)	2.2	2.0 (2.1)	
2r. Audio/video equipment	1.9 (1.5)	1.6 (1.5)	1.9	1.8 (1.9)	
2s. Students use technology	2.0 (2.0)	1.8 (1.8)	2.4	1.9 (2.1)	
2t. Web-development	2.5 (1.8)	2.1 (2.1)			

³ Data from UMM education students only represented the group of participants who responded to the survey for each year; thus, results cannot be generalized to all education students at UMM (confidence level is low and the error rate is large for both years).

2s. Post materials on net	2.3 (2.0)	1.9 (2.0)			
2v. Management software	2.6 (2.3)	1.8 (1.8)			

0=None, 1=Minimal, 2=Some, 3=Lots, 4=Extensive

2003 Spring Results (2002 Spring Results)

	UMM Education Faculty	UMM Other Faculty	UMM Education Students	K-12 Teachers	K-12 Students
4a. Enough computers	2.9 (2.5)	2.8 (2.2)	3.3	2.7 (2.5)	
4b. Hardware is sufficient	3.0 (3.0)	2.5 (2.1)	3.2	2.5 (2.4)	
4c. Variety of software	2.9 (3.0)	2.2 (2.3)	3.1	2.5 (2.3)	
5a. More quality instruction	3.0 (3.0)	2.8 (2.8)			
5b. Enhance communication	3.5 (3.5)	3.0 (2.9)			
5c. Enhance learning	2.6 (2.5)	2.8 (2.8)			
5d. Interaction with students	3.5 (3.0)	2.8 (2.8)			
5e. Support productivity	3.6 (3.2)	2.7 (2.6)			
5f. Growth opportunities	3.6 (2.3)	2.6 (2.6)			

0=No Opinion, 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

5ai. Do well in school			77%	83% (81%)	65% (62%)
5bi. Better understanding			94%	79% (77%)	65% (53%)
5ci. Complete assignments			84%	80% (69%)	73% (71%)
5di. Solve real problems			71%	61% (62%)	31% (3%)
5ei. Work with other students			48%	54% (65%)	58% (51%)
5fi. See assignment visually			87%	89% (84%)	58% (54%)

Percent answering yes

Response frequencies to each item are presented in Appendix D.

Spring 2003 – NTNT Project Survey Results

During the 2002-03 academic year, the University of Minnesota – Morris Division of Education staff designed and internally administered four separate surveys aimed at measuring instructional technology use, knowledge, and competency of their education students, faculty, and consortium school staff. The following four surveys were administered in conjunction with their *New Teachers, New Technology* (NTNT) PT3 grant activities.

- **My Knowledge of Technology:** Administered in October 2002 (pre) and again in November 2002 (post); measured changes in student perceptions of their technological understanding, after receiving training, in the use of digital hardware, office applications, and assorted technology resources.

- **Survey of Technology Competencies:** Administered in fall 2002, winter of 2002, and the spring 2003; measured student self-ratings of their individual technological competencies within three areas: basic computer/technology operations and concepts, personal and professional use of technology, and integration of technology in instruction.
- **Instructional Technology Fair Survey (fall 2002):** This survey was completed online by students who attended the fall 2002 Instructional Technology Fair hosted by the University of Minnesota – Morris. The purpose was to collect data on attendance at the various events, ratings of most and least useful sessions, and to gather suggestions for the next IT Fair.
- **Multimedia Station Day (Spring 2003):** Students, faculty and consortium teachers who attended Multimedia Station Day completed a survey designed to measure the usefulness of workshop activities and their impact on IT integration.

The primary findings from these instruments are outlined below.

- Overall, My Knowledge of Technology survey participants reported increased competency and knowledge of hardware devices, office applications and technology resources.
- The three administrations of the Survey of Technology Competencies indicated student knowledge of technology and competencies increased from fall-to-spring.
 - Students increased their knowledge of *Basic Computer/Technology Operations and Concepts* (i.e. computer terminology) and *Integration of Technology in Instruction* (i.e. evaluation, integration and design of IT for student use) with the greatest significant change recorded from fall-to-winter and the least from winter-to-spring.
- The Instructional Technology Fair appeared to be a useful experience for students. Generally, students felt the IT Fair was beneficial and informative, but improvements could be made by including more hands-on activities and by providing more ideas for incorporating technology on a limited budget.
- Multimedia Station Day participants felt the workshop was well organized, helped them learn new skills and provided them with a network of resources for technology support.
- Overall, the various survey instruments indicated UMM students understand and use basic computer applications (i.e., word processing, email communication, and the Internet) consistently.

Following is the results of the survey of technology competencies.

Demonstration of Technology Competencies: Fall/Winter/Spring

The University of Minnesota – Morris NTNT staff designed and administered the *Demonstration of Technology Competency* ratings to address the integration of technology in courses and in field experience. The purpose of the ratings was to document student self-rated competence in the understanding of and in teaching with technology. The instrument was administered in the fall and winter of 2002, with a third

administration in spring 2003⁴. Ratings came in the form of a 3-point scale with 1 being *seldom* and 3 being *consistently*. This instrument aimed to document student ratings of their technological competencies within three areas:

1. **Basic Computer/Technology Operations and Concepts:** Use computer terminology appropriately, utilize hardware and software and apply basic trouble shooting strategies, use basic computer applications, and use imaging devices.
2. **Personal and Professional Use of Technology:** Create multimedia presentations, create/maintain a webpage, use online resources, use software to support data management, problem solving and decision making, maintain an electronic professional portfolio, demonstrate awareness of resources for students with special needs, and understand/follow ethical principles and guidelines for technology use.
3. **Integration of Technology in Instruction:** Evaluate discipline-specific resources, integrate technology in multiple settings, and design student learning activities that foster equitable, ethical, and legal use of technology by students.

Following are the **key findings**:

- Overall, all UMM students in this sample reported high levels of consistent use of basic computer applications in all three administration periods.
- Increased competence was reported from fall-to-spring. The greatest significant change was recorded from fall-to-winter and the least from winter-to-spring.
 - For the domain *Basic Computer/Technology Operations and Concepts*, students reported significantly higher ratings on their use of computer terminology (item 1.1) from fall-to-winter and from fall-to-spring.
 - For the domain *Integration of Technology in Instruction*, students reported significantly higher ratings on all three items of instructional technology integration (item 3.1, 3.2. and 3.3) from fall-to-winter and from fall-to-spring.
 - Students reported significantly higher ratings on their awareness of resources for special needs students (item 2.7) from fall-to-winter, but a significant decrease was reported from winter-to-spring.
- UMM students remained static or demonstrated almost no change in level of demonstration from fall to winter in the following:
 - Creating and maintaining a simple webpage.
 - Understanding and following ethical principles and guidelines for technology use.

⁴ A total of 100 students completed the ratings in the fall administration, 105 in winter, and 66 in spring. A total of 57 students completed the ratings in all three administrations.

Chart 1: Noted Significant Changes

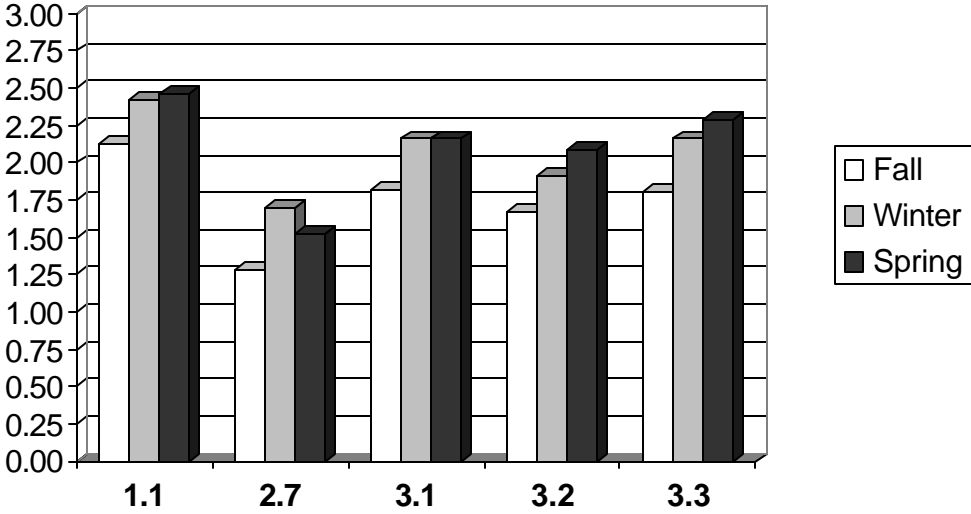


Chart 2: Noted Decreases from Winter-to-Spring

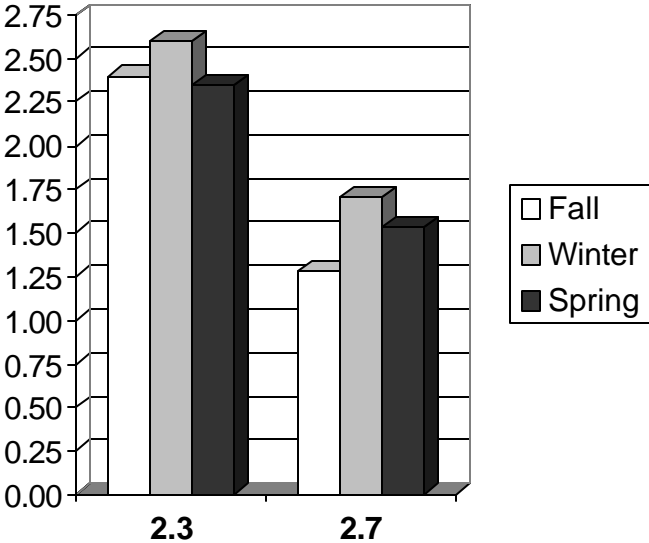


Table 1: Basic Computer/Technology Operations and Concepts

Item	Rating	Fall 2002	Winter 2002	Spring 2003
1.1 Use terminology related to computers appropriately in written and oral communication	1	8 (14%)	1 (2%)	2 (4%)
	2	34 (60%)	31 (54%)	27 (47%)
	3	15 (26%)	25 (44%)	28 (49%)
	Mean	2.12	2.42*	2.46***
1.2 Utilize hardware and software and apply basic trouble shooting strategies as needed	1	12 (21%)	7 (12%)	12 (21%)
	2	26 (46%)	28 (49%)	19 (33%)
	3	19 (33%)	22 (39%)	26 (46%)
	Mean	2.12	2.26	2.25
1.3 Use basic computer applications	1	0 (0%)	0 (0%)	0 (0%)
	2	0 (0%)	0 (0%)	0 (0%)
	3	57 (100%)	57 (100%)	57 (100%)
	Mean	3.00	3.00	3.00
1.4 Use imaging devices	1	16 (28%)	16 (28%)	11 (19%)
	2	30 (53%)	25 (44%)	28 (49%)
	3	11 (19%)	16 (28%)	18 (32%)
	Mean	1.91	2.00	2.12

* Significant ($\alpha=.05$) difference from fall to winter** Significant ($\alpha=.05$) difference from winter to spring*** Significant ($\alpha=.05$) difference from fall to spring**Table 2: Personal and Professional Use of Technology**

Item	Rating	Fall 2002	Winter 2002	Spring 2003
2.1 Create multimedia presentations	1	9 (16%)	6 (11%)	5 (9%)
	2	24 (42%)	20 (35%)	27 (47%)
	3	24 (42%)	31 (54%)	25 (44%)
	Mean	2.26	2.44	2.35
2.2 Create and maintain a simple webpage	1	41 (72%)	41 (73%)	41 (73%)
	2	11 (19%)	8 (14%)	9 (16%)
	3	5 (9%)	7 (13%)	6 (11%)
	Mean	1.37	1.37	1.35
2.3 Use online resources to access information and enhance personal and professional productivity	1	3 (5%)	0 (0%)	6 (11%)
	2	28 (49%)	23 (40%)	25 (44%)
	3	26 (46%)	34 (60%)	26 (46%)
	Mean	2.40	2.60	2.35**
2.4 Use software to support data management	1	23 (40%)	19 (33%)	16 (28%)
	2	17 (30%)	21 (37%)	20 (35%)
	3	17 (30%)	17 (30%)	21 (37%)
	Mean	1.89	1.96	2.09
2.5 Use software to support problem solving and decision making	1	25 (44%)	12 (21%)	19 (33%)
	2	27 (47%)	28 (49%)	28 (49%)
	3	5 (9%)	17 (30%)	10 (18%)
	Mean	1.65	2.09*	1.84
2.6 Maintain an	1	46 (81%)	40 (70%)	47 (84%)

electronic professional portfolio	2	9 (16%)	10 (18%)	6 (11%)
	3	2 (3%)	7 (12%)	3 (5%)
	Mean	1.23	1.42	1.19
2.7 Demonstrate awareness of resources for special needs students	1	44 (77%)	24 (42%)	32 (56%)
	2	10 (18%)	26 (46%)	20 (35%)
	3	3 (5%)	7 (12%)	5 (9%)
	Mean	1.28	1.70*	1.53***
2.8 Understand and follow ethical principles and guidelines for technology use	1	1 (2%)	5 (9%)	2 (4%)
	2	23 (40%)	17 (30%)	19 (33%)
	3	33 (58%)	35 (61%)	36 (63%)
	Mean	2.56	2.53	2.60

* Significant (a=.05) difference from fall to winter

** Significant (a=.05) difference from winter to spring

*** Significant (a=.05) difference from fall to spring

Table 3: Integration of Technology in Instruction

Item	Rating	Fall 2002	Winter 2002	Spring 2003
3.1 Evaluate discipline-specific resources for use with students	1	19 (33%)	7 (12%)	6 (11%)
	2	29 (51%)	34 (60%)	36 (63%)
	3	9 (16%)	16 (28%)	15 (26%)
	Mean	1.82	2.16*	2.16***
3.2 Integrate technology in multiple settings	1	22 (39%)	14 (25%)	10 (18%)
	2	32 (56%)	34 (59%)	32 (56%)
	3	3 (5%)	9 (16%)	15 (26%)
	Mean	1.67	1.91*	2.09***
3.3 Design student learning activities that foster equitable, ethical, and legal use of technology by students	1	21 (37%)	8 (14%)	6 (11%)
	2	26 (46%)	32 (56%)	29 (51%)
	3	10 (17%)	17 (30%)	22 (39%)
	Mean	1.81	2.16*	2.28***

* Significant (a=.05) difference from fall to winter

** Significant (a=.05) difference from winter to spring

*** Significant (a=.05) difference from fall to spring

Spring 2003 – Site Visit Summary Consortium Schools

Site visits were conducted at a sample of five consortium schools on April 29-30 of 2003. Each site visit was conducted by two ACET consultants and lasted approximately 1.5 hours. Four sites served elementary students and one served elementary and secondary students. Student populations at these schools ranged from 67 to 412 students, with 7 to 21 full-time equivalent (FTE) teaching staff. The purpose of these site visits was to validate the information from surveys collected for the NTNT project and to alert the evaluation team and the UMM NTNT staff to implementation issues and new developments.

Each site was observed and profiled using a site visit protocol designed by the evaluation team. This protocol included the following elements:

- Observation of a class session in which IT was integrated into the curriculum.
- Observation of IT hardware and software inventories available at each site.
- Brief discussion with the site contact regarding NTNT participation and perceptions.
- Focus groups were conducted with a sample of staff and students regarding perceptions of IT at their school and the UMM NTNT project.

Following is a summary gathered from the five site visits and interviews/focus groups.

Strengths

- IT use is critical. Overall, teachers felt that technology is better integrated into their curriculum and that it is important for new teachers to be knowledgeable of IT use. Teachers felt UMM practicum students were very well prepared to use IT in the classroom and that, “technology comes more naturally to the student teachers”. These teachers noted that practicum students were not afraid to use software like HyperStudio and PowerPoint to create visual lessons.
- Increased comfort and confidence in using IT. Many teachers reported being more comfortable using IT in the classroom due to the trainings received through the NTNT grant (i.e., Kidspiration). Some noted feeling more motivated and willing to try new and different things like digital annual year books and student created presentations. Participant comments included, “we have been made aware of different resources through UMM student inservices for the staff”.
- Adequate equipment and resources. All sites observed appeared adequately supplied with IT equipment such as computers and associated hardware devices, site based servers, and internet access. During the observations, many students utilized the internet for research, used PowerPoint and HyperStudio for projects and presentations, and used office-type applications to write reports.

Challenges

- Need training opportunities to be on-going and flexible. Most teachers wanted a greater variety of training offerings with better flexibility in scheduling and a spreading-out of training over multiple sessions to allow time for reflection. These teachers also wanted more ideas that extend beyond simple integration of technology into their classroom to effective implementation into their daily lessons.
- Limited opportunities to share best practices. Most teachers felt disconnected from other consortium school sites. They expressed a desire to share information and exchange ideas as a community of consortium school partners. Many suggested that an interactive web site where

this exchange could occur and ideas could be posted that would help to better connect consortium schools.

- Lack of time to learn and implement IT. Overall, teachers and students felt time was a major factor in integrating and using technology in the classroom. Teachers wanted more time to learn how to best integrate and use technologies like PowerPoint and AutoCAD into their curriculum. Students wanted more hands-on learning with the computers which were often only available at certain times.

Recommendations/Future Steps

- Provide time organization strategies to prioritize IT use.
 1. Provide teachers with suggestions and guidelines related to better integrating new training into their busy schedules.
 2. Link new training ideas to established routines in the schools.
- Increase training opportunities.
 1. Provide multiple sessions that allow more teachers to attend.
 2. Break down longer training sessions into several component sessions that allow teachers to learn, reflect, and build on what they have learned over time.
 3. Provide more on-site training opportunities that allow teachers from one site to attend together.
 4. Poll individual sites for ideas that are directly relevant to their needs for training.
- Increase opportunities for communication between consortium sites.
 1. Design and host a web site dedicated to consortium school partners that includes places to post NTNT announcements and expectations, a forum or discussion group for teachers, a curriculum database of ideas that use technology, and links to other relevant sites. This site could be linked to the current UMM NTNT website, but would be dedicated to the needs and intercommunications of the consortium school partners. It would help the school sites learn from one another and provide a community of learners that could benefit all involved.

Spring 2003 – Site Visit Summary University of Minnesota at Morris

A site visit was conducted at UMM by two ACET consultants on May 1, 2003. The purpose of the site visit was to check the validity of the surveys collected for the NTNT project and to gauge UMM faculty and student perceptions of the NTNT project.

The site was observed and profiled using a site visit protocol designed by the evaluation team. This protocol included the following elements⁵:

- Focus groups conducted with Division of Education faculty, a sample of education students, members of the IT Fair Committee, and members from the Gang of Five.
- Information was gathered from the NTNT Grant Coordinator pertaining to the grant evaluation questions.

Following is a summary reporting information gathered from the site visit.

⁵ Classroom Observations were not conducted this year as in the previous year due to oversight.

Strengths

- NTNT project support valued by participants. The availability of resources such as training in Inspiration, the IT Fair, and funds to purchase software and equipment has helped the faculty become more confident in their abilities to integrate IT into their courses. Students reported increased and improved support by the faculty in using IT in their courses and in the classroom.
- Use of IT becoming the norm. Faculty and students felt technology was present in most aspects of their day. Faculty felt the integration of technology was more seamless than in previous years, reporting being more comfortable, confident, and self-sufficient in the use of technology. Student comments included. “we always try to incorporate it [technology], here at UMM they always emphasize it”.
- Outlook for future needs is positive. Overall, faculty and students were very positive about their ability to integrate technology into their instruction. One faculty member noted, “right now I am able to do most any application with what we have available”. The outlook for future needs and goals was positive.

Challenges

- Facilities available do not fully support technology use. Faculty and students felt the facilities and equipment available for their instruction at UMM were still not adequate for their needs in integrating technology into their courses. Students felt that the lab facilities with the software they need (i.e. Inspiration) were not flexible in their availability with limited hours of operation. Faculty reported that many classrooms on campus were not equipped for technology use.
- Need for more collaboration and communication. UMM faculty and K-12 teachers noted that improvements could be made to facilitate more communication and IT collaboration efforts between UMM faculty, UMM student teachers, and cooperating K-12 teachers.
- Limited time to learn and implement new technologies. Time to learn and implement new technology remained a major factor for both faculty and students. Students felt pressure to learn and use more technology on their own time and faculty felt stress in implementing new strategies into existing, established curricula.

Recommendations/Future Steps

- More support for IT use.
 1. Provide training for faculty and students in technologies they can directly apply to their courses such as Excel, video editing, and web development applications.
 2. Need to prioritize time to experiment and practice with new software packages and IT tools.
- Develop enhanced classroom spaces that support technological innovation.
 1. Expand the availability of equipment in various locations within the Education Division to benefit both faculty and students.
 2. Communicate with institutions of similar size and with projects similar in scope for ideas of how to best develop and manage facilities.
- Enhance communication between UMM faculty, UMM students, and cooperating K-12 teachers.
 1. Form communities of practice that promote the exchange of ideas and the resolution of barriers to technology integration and utilization.
 2. Provide incentives like software or on-site training that will bring faculty, students, and K-12 teachers together to accomplish common goals.

Spring 2003 – Business Partner Interviews

The following is a summary of telephone interviews conducted with six of 33 NTNT business partners in April and May of 2003. The NTNT Grant Coordinator provided contact names for the interviews. Each partner was chosen based on their availability for an interview and their level of involvement (two were chosen from each of the three levels of involvement: very involved, somewhat involved, and not at all involved).

The interviews addressed two key issues:

- Involvement and satisfaction with the NTNT project.
- Suggestions for improvement.

Key Findings

- Overall, three business partners were very involved and three were not involved.
- The three most involved partners were very satisfied with their companies' involvement in the NTNT project. These partners,
 - Contributed by providing software donations and licensing for faculty and student labs, discounted software for students, supported the IT Fair by hosting booths and presentations, provided web-based training, and staff training in the use of specific software packages.
 - Cited enthusiasm for the project, dedication of UMM project staff and their level of organization as positive attributes of their involvement in the NTNT project.
 - Felt that the IT Fair was very well organized and an asset to educators and students.
- Of the three partners that were not involved; two were unfamiliar with the UMM NTNT project and were unaware that they were the contact person. The other was new to the company and had yet to be contacted. These contacts cited staff changes at their respective companies as the primary cause for non-participation.
- All partners interviewed expressed further interest in participating in NTNT activities and wanted to be more involved. Suggestions for improvement included:
 - Continuation of relationships with business partners by building on what has been done previously.
 - Some suggested a web site designed specifically for business partners that could supplement the materials already available.
 - Clearly articulate how each business partner fits into the UMM NTNT framework.

Appendix A
NTNT Grant Program Calendar
April 2002-April 2003

July

July 1, 2002: Year Two of Grant begins

July 1-2, 2002: Summer Law Institute; Michelle Page attended - St. Cloud State University

July 17, 2002: Student Advocacy Group Meeting - UMM

July 23, 2002: NTNT Consortium Meeting with all K12 Partner Schools - UMM

July 25-28, 2002: PT3 National Conference; Pam Solvie, Stella Cheung, Craig Kissock, & Bill Riggs attended, presentation by Solvie & Riggs - Washington, DC.

Program Issues for July:

- Contracts for School Commitment
- Request for School Calendar and InService Days
- InKind Agreements
- Introduce NTNT & IT Fair Video at K12 School Board Meetings
- Formation of Student Advocacy for Technology Committee

August

August 2, 2002: ITI Planning Meeting - UMM

August 2, 2002: IT Fair Planning Committee Meeting; Computing Services, Media Services, Briggs Library, Faculty Center, and NTNT Grant attended - UMM,

August 6-7, 2002: Instructional Technology Institute (ITI) - UMM

August 8, 2002: Multimedia Station Day; UMM Education Faculty attended - UMM

August, 2002: WesMN.net Regional Meeting - Fergus Falls, MN.

August 15, 2002: Education Division Meeting about technology goals for Fall Semester - UMM

August 21, 2002: Meeting with Stella SiWan Cheung & Jason Butler, Evaluators from ACET, Inc.

August 22, 2002: Meeting with Bert Ahern of UMM Faculty Center for Learning & Teaching, Gang of Five Technology discussion - UMM

August 26, 2002: UMM Education Students Begin Classes

Program Issues for August:

- Information on Faculty Technology Project given to UMM Ed Faculty
- Rebuilding benchmarks for the NTNT Grant
- Prioritize training needs for Education Faculty and Pre-service Teachers
- Mailing IT Fair contact to 2001 business vendors - video, brochure for November 14 IT Fair
- Revise IT based instruction for all semester courses based on prior year experience
- Continue course redesign for all teacher education courses, practicum and student teaching experience, and portfolio assignments.
- Division of Education agreement on Technology Competencies
- Education Faculty builds application matrix
- Evaluation - ITI Evaluation survey
- Evaluation - Multimedia Station Day Evaluation Survey

September 2003

September

September 4, 2002: Education Division Meeting with NTNT Grant update - UMM

September 13, 2002: IT Fair Planning Committee Meeting - UMM

September 17-18, 2002: Lightspan Training for all Education Students, presentation by Sherry Carlstrom of Lightspan- UMM

September 27, 2002: PT3 Summit Meeting; Bill Riggs attended - Augsburg College, MN.

September 27, 2002: IT Fair Planning Committee Meeting - UMM

Program Issues for September:

- Communication with practicum cooperating teacher
- Web based Instructional Technology Project - Arts & Sciences
- International Teacher Supervisors - Review expectations about UMM Tech Competencies
- UMM Technology Competency student survey
- Proposal for UMM Tech Competency and Applications for Small Grants
- Chad Zeman and Mike Anderson update UMM Education Faculty Technology

October

October 2, 2002: Education Division Meeting with NTNT Grant update - UMM

October 7, 2002: Education Division Meeting - UMM

October 9, 2002: UMM Ed Students Video Conference w/Pam Solvie & Penn State Education Students

October 22 & 24, 2002: Junior Education Student Technology Training, presentations by Linda Erno, Chad Zeman, Mike Anderson, Casey Wagner, Mike Cihak, and John Bowers - UMM

October 25, 2002: IT Fair Planning Committee Meeting - UMM

October 25, 2002: Regional Reading Recovery Conference, presentation by Rebecca Williams - U of South Dakota, Sioux Falls, SD.

Program Issues in October:

- GPRA Report Due – Completed
- IT Fair Planning
- Evaluation - Junior Education "My Knowledge of Technology" Survey (pre-to- post)

November

November 1, 2002: IT Fair Planning Committee Meeting - UMM

November 6, 2002: Education Division Meeting with NTNT Grant update - UMM

November 8, 2002: IT Fair Planning Committee Meeting - UMM

November 11, 2002: IT Fair Setup Meeting - UMM

November 13, 2002: IT Task Force Meeting – UMM (Linda Jorn, Craig Kissock, Bill Riggs, Pam Solvie, Ethan Quirt, Casey Wagner, Jennie Joiner, Engin Sungur, Bert Ahern, Joel Brenckman)

November 14, 2002: Instructional Technology Fair – UMM; All students were expected to attend at least one session. All faculty & NTNT Staff attended except for Gwen Rudney and Pam Solvie.

November 15, 2002: WesMN.net Regional Meeting - Fergus Falls, MN.

November 13-15, 2002: Collaborative Exchange; Jason Butler attended - Washington

November 20, 2002: GIS Day, Faculty Center Program Dissemination - UMM

November 22-24, 2002: NCSS Conference; Bill Riggs attended - Phoenix, AZ.

November 23-26, 2002: TIES; Casey Wagner, Karen Johnson, Emily Layer attended - MPLS, MN.

September 2003

Program Issues in November:

- Application due for Faculty Technology Project funds
- Evaluation - IT Fair Survey
- Evaluation - Practicum teacher
- Evaluation - Business Vendors

December

December 10, 2002: Communication with Student Teaching Cooperating Teacher

December 11, 2002: Education Division Meeting with NTNT Grant update - UMM

December 12, 2002: Communication with Methods Teachers, review of Fall Semester

Program Issues in December:

- Evaluation - Discussion to determine renewal of Lightspan license
- Evaluation - IT Fair Assessments
- Evaluation - UMM Preservice Teacher survey
- Evaluation - Follow up survey for ITI
- Evaluation - Follow up survey of Station Day

January

January 13, 2003: Parkers Prairie School Meeting "Building a Presence for Science", Best Practice for Cooperating Teachers - Parkers Prairie, MN

January 14, 2003: Meeting with Jim Carlson, Methods - Reviewing Technology Issues in Music - UMM

January 14, 2003: Handheld Training for Education Staff - UMM

January 16, 2003: Education Division Meeting about technology goals for Spring Semester - UMM

January 16, 2003: Meeting with Digital Media Center and NTNT Grant – Twin Cities, MN.

January 16, 2003: Meeting with ACET, Inc. Evaluators and NTNT Grant – Twin Cities, MN.

January 20, 2003: Technology Day with Cooperating Teachers - St. Mary's School of Morris, MN.

January 21, 2003: Teaching & Learning, presentation by Faculty Center Bert Ahern - UMM

January 21, 2003: Meeting with Pierranna Garavaso to maintain contact with Italy School - UMM

January 24, 2003: AACTE Meeting, presentation on Student Teaching Management Systems by Craig Kissock of NTNT Grant - New Orleans, LA.

January 31, 2003: Meeting with Butler University Student Teaching Director & Craig Kissock - Butler University, IN.

Program Issues in January:

- Faculty Training
- Communication with Student Teaching Cooperating Teacher

February

February 3, 2003: Student Teaching Management Systems, presentation by Craig Kissock and Ethan Quirt of NTNT Grant - UMD

February 4, 2003: Teaching By Design Conference Planning Meeting - UMM

February 12, 2003: Student Teaching Management Systems, presentation by Craig Kissock of NTNT Grant - London, England.

February 16-18, 2003: Stop Surfing Start Teaching (SSST) Conference, Station Day presentation by Pam Gades - Las Vegas, NV.

September 2003

February 18, 2003: PACER Assistive Technology Training Session - UMM

February 19, 2003: Collaborative Exchange - Craig Kissock at Dominquez Hills, CA.

February 20, 2003: Division of Education Meeting about Teaching By Design Conference - UMM

February 26, 2003: Student Teaching Management Systems, presentation by Craig Kissock of NTNT Grant - DePaul University, Chicago, IL.

February 27, 2003: Education Faculty Training Day - UMM

Program Issues in February:

- Planning Faculty Training Needs
- Communication with Student Teaching Cooperating Teacher
- Planning March Multimedia Station Day

March

March 3, 2003: Begin K12 Resource Allocation

March 4, 2003: Student Teaching Management Systems, presentation by Craig Kissock of NTNT Grant - St. Cloud State University, MN.

March 6, 2003: Student Teaching Management Systems, presentation by Craig Kissock of NTNT Grant -University of Arizona, Tuscon, AZ.

March 8, 2003: ArtsConnectEd Conference, PT3 Catalyst Event, presentation by Craig Kissock & Ethan Quirt of the NTNT Grant - U of MN Twin Cities

March 10, 2003: Staff Development Meeting, presentation by Michelle Page of UMM Ed Faculty- Milaca, MN.

March 11, 2003: Multimedia Station Day, Claudia Burns of UMM Education Department and 11 teachers from Clinton Graceville Beardsley School attended - UMM

March 12, 2003: NTNT Staff Summer Planning Meeting, program goals review - Minneapolis, MN.

March 18, 2003: Grants Meeting, budget review; Rita, Tom, & Roger attended - UMM

March 18, 2003: "CIC", presentation by Carol Marxen of UMM Ed Faculty - UMM

March 26-30, 2003: SITE Conference, Video conferencing presentation by Pam Solvie - Albuquerque, NM.

March 27, 2003: Teaching By Design Conference Meeting - UMM

March 31, 2003: Teaching By Design Conference - UMM

Program Issues in March:

- Faculty Training
- Evaluation - K12 Students
- Evaluation - K12 Teachers
- Evaluation - UMM Teachers
- UMM Faculty Technology Conference - K12 School Consortium
- UMM Continuing Ed Conference on Technology - Preservice & Cooperating Teachers

April

April 4, 2003: Inspiration Training by Pam Kohls of Willmar School, for all the teachers at St. Mary's of Alexandria.

Appendix B
2002/2003 NTNT Business Partners

	Partner Institution	Type of Partner *	Date Dropped
1	AdVenture Communications	Business Partner	10/2002
2	AlphaSmart	Business Partner	
3	<u>AOL@School</u>	Business Partner	
4	Apex Learning	Business Partner	10/2002
5	Apple Computers	Business Partner	
6	BigChalk	Business Partner	10/2002
7	Blackboard	Business Partner	
8	Boxlight	Business Partner	
9	Brainium	Business Partner	10/2002
10	Classroom Connect	Business Partner	
11	Cricksoft	Business Partner	
12	Docutek	Business Partner	
13	Edutek	Business Partner	
14	EPA	Business Partner	
15	ESRI	Business Partner	
16	George Lucas Foundation	Business Partner	
17	Info-Link	Business Partner	8/2002
18	Inspiration	Business Partner	
19	Intel ®	Business Partner	
20	Knowledge Adventure/Sunburst	Business Partner	
21	Leadership in Hand	Business Partner	10/2002
22	LeapFrog SchoolHouse	Business Partner	
23	Lifetime Learning	Business Partner	10/2002
24	Lightspan	Business Partner	
25	MarcoPolo	Business Partner	
26	McGraw Hill	Business Partner	
27	Microsoft	Business Partner	
28	MN Technology	Business Partner	10/2002
29	Morris Electronics	Business Partner	
30	Netschools	Business Partner	
31	Partstock Computer Solutions	Business Partner	
32	Riverdeep	Business Partner	7/2002
33	Schepp-Turner	Business Partner	10/2002
34	Schoolnotes.com	Business Partner	7/2002
35	Teacher Universe	Business Partner	10/2002
36	Texas Instruments	Business Partner	
37	Tom Snyder	Business Partner	
38	Trivantis	Business Partner	

Appendix C
PK-12 Consortium School: In-kind Contributions 2002-2003

<i>Summary of In-Kind Contributions</i>								
<i>July 2002 - July 2003</i>								
<i>All Schools - as of 4/2/03</i>								
	<i>Wages</i>	<i>Travel</i>	<i>Equipment</i>	<i>Materials</i>	<i>Other</i>	<i>Totals</i>	<i>Budget</i>	<i>Balance</i>
Ashby	\$ 240.00	\$ 62.05	\$ -	\$ -	\$ -	\$ 302.05	\$ 10,000.00	\$ 9,697.95
Battle Lake	\$ 23,760.00	\$ 48.18	\$ 24,000.00	\$ -	\$ 795.00	\$ 48,603.18	\$ 10,000.00	\$ (38,603.18)
Benson	\$ 855.00	\$ 126.40	\$ -	\$ -	\$ -	\$ 981.40	\$ 10,000.00	\$ 9,018.60
Brandon	\$ 2,270.81	\$ 890.61	\$ -	\$ -	\$ -	\$ 3,161.42	\$ 10,000.00	\$ 6,838.58
Browns Valley	\$ 4,530.00	\$ 369.00	\$ -	\$ 3,500.00	\$ 1,325.00	\$ 9,724.00	\$ 10,000.00	\$ 276.00
Chokio-Alberta	\$ 570.00	\$ 19.83	\$ -	\$ -	\$ -	\$ 589.83	\$ 10,000.00	\$ 9,410.17
Clinton-Graceville-Beardsley	\$ 1,642.50	\$ 273.48	\$ -	\$ -	\$ -	\$ 1,915.98	\$ 10,000.00	\$ 8,084.02
CMST	\$ 630.00	\$ 32.40	\$ -	\$ -	\$ -	\$ 662.40	\$ 3,000.00	\$ 2,337.60
Evansville	\$ 450.00	\$ 75.95	\$ -	\$ -	\$ -	\$ 525.95	\$ 10,000.00	\$ 9,474.05
Hancock	\$ 150.00	\$ 6.20	\$ -	\$ -	\$ -	\$ 156.20	\$ 10,000.00	\$ 9,843.80
Herman-Norcross	\$ 150.00	\$ 29.00	\$ -	\$ -	\$ -	\$ 179.00	\$ 3,000.00	\$ 2,821.00
Lac Qui Parle	\$ 742.50	\$ 152.99	\$ -	\$ -	\$ -	\$ 895.49	\$ 10,000.00	\$ 9,104.51
MACCRAY	\$ 345.00	\$ 77.40	\$ -	\$ -	\$ -	\$ 422.40	\$ 10,000.00	\$ 9,577.60
Minnewaska	\$ 11,552.00	\$ 1,685.39	\$ -	\$ -	\$ -	\$ 13,237.39	\$ 10,000.00	\$ (3,237.39)
Montevideo	\$ 645.00	\$ 135.96	\$ -	\$ -	\$ -	\$ 780.96	\$ 10,000.00	\$ 9,219.04
Morris	\$ 1,950.00	\$ 15.49	\$ -	\$ -	\$ -	\$ 1,965.49	\$ 10,000.00	\$ 8,034.51
Ortonville	\$ 4,911.00	\$ 112.25	\$ -	\$ -	\$ 5,963.00	\$ 10,986.25	\$ 10,000.00	\$ (986.25)
Osakis	\$ 60.00	\$ 43.80	\$ -	\$ -	\$ -	\$ 103.80	\$ 10,000.00	\$ 9,896.20
Parkers Prairie	\$ 60.00	\$ 51.10	\$ -	\$ -	\$ -	\$ 111.10	\$ 10,000.00	\$ 9,888.90
St. Mary's-Alexandria	\$ 570.00	\$ 74.30	\$ -	\$ -	\$ -	\$ 644.30	\$ 10,000.00	\$ 9,355.70
St. Mary's-Morris	\$ 2,400.00	\$ 97.76	\$ -	\$ -	\$ -	\$ 2,497.76	\$ 3,000.00	\$ 502.24
Wheaton	\$ 240.00	\$ 58.40	\$ -	\$ -	\$ -	\$ 298.40	\$ 10,000.00	\$ 9,701.60
Willmar	\$ 1,670.00	\$ 135.61	\$ -	\$ -	\$ 39,000.00	\$ 40,805.61	\$ 10,000.00	\$ (30,805.61)
Totals	\$ 60,393.81	\$ 4,573.55	\$ 24,000.00	\$ 3,500.00	\$ 47,083.00	\$ 139,550.36	\$ 209,000.00	\$ 69,449.64
Goal Total	\$ 141,900.00	\$ 4,000.00	\$ 45,000.00	\$ 50,000.00	\$ 10,000.00	\$ 250,900.00		
Balance Left	\$ 81,506.19	\$ (573.55)	\$ 21,000.00	\$ 46,500.00	\$ (37,083.00)	\$ 111,349.64		

Appendix D
2003 Spring Survey Results

MORRIS FACULTY TECHNOLOGY SURVEY (n=53)

Which statement best describes your use of IT in your courses?

- IT is partially integrated into my teaching 33 (67.3%)
- IT is fully integrated into my teaching 9 (18.4%)
- IT is not at all integrated into my teaching 7 (14.3%)

Please rate your IT **experience/knowledge** and **need for training** in the following areas: (missing percentages represent no response)

(Circle ONE number)	Experience/Knowledge				
	Extensive	Lots	Some	Minimal	None
(a) Preparing instructional materials	11 (20.8)	21 (39.6)	15 (28.3)	5 (9.4)	1 (1.9)
(b) Conducting administrative tasks	10 (18.9)	18 (34.0)	11 (20.8)	10 (18.9)	4 (7.5)
(c) Assessing student performance	4 (7.5)	11 (20.8)	18 (34.0)	15 (28.3)	5 (9.4)
(d) Searching the Internet for resources	24 (45.3)	15 (28.3)	11 (20.8)	1 (1.9)	0 (0)
(e) Using Office applications	32 (60.4)	14 (26.4)	7 (13.2)	0 (0)	0 (0)
(f) Using hardware devices	8 (15.1)	12 (22.6)	19 (35.8)	7 (13.2)	7 (13.2)
(g) Operating audio/video equipment	8 (15.1)	16 (30.2)	15 (28.3)	10 (18.9)	4 (7.5)
(h) Guiding student use of technology	5 (9.4)	14 (26.4)	17 (32.1)	16 (30.2)	1 (1.9)
(i) Operating web-development packages	2 (3.8)	8 (15.1)	14 (26.4)	17 (32.1)	12 (22.6)
(j) Using net to post instructional material	11 (20.8)	12 (22.6)	7 (13.2)	11 (20.8)	12 (22.6)
(k) Using course management software	3 (5.7)	6 (11.3)	14 (26.4)	10 (18.9)	20 (37.7)

(Circle ONE number)	Need for Training				
	Extensive	Lots	Some	Minimal	None
(l) Preparing instructional materials	2 (3.8)	13 (25.0)	14 (26.9)	17 (32.7)	6 (11.5)
(m) Conducting administrative tasks	2 (3.8)	6 (11.5)	20 (38.5)	16 (30.8)	8 (15.4)
(n) Assessing student performance	3 (5.7)	14 (26.4)	20 (37.7)	12 (22.6)	3 (5.7)
(o) Searching the Internet for resources	1 (1.9)	7 (13.2)	14 (26.4)	18 (34.0)	12 (22.6)
(p) Using Office applications	1 (1.9)	7 (13.5)	7 (13.5)	24 (48.1)	12 (23.1)
(q) Using hardware devices	4 (7.7)	12 (23.1)	14 (26.9)	13 (25.0)	9 (17.3)
(r) Operating audio/video equipment	2 (3.8)	10 (19.2)	14 (26.9)	17 (32.7)	9 (17.3)
(s) Guiding student use of technology	4 (7.7)	9 (17.3)	21 (40.4)	12 (23.1)	6 (11.5)
(t) Operating web-development packages	8 (15.4)	10 (19.2)	20 (38.5)	10 (19.2)	4 (7.7)
(u) Using net to post instructional material	7 (13.5)	8 (15.4)	19 (36.5)	12 (23.1)	6 (11.5)
(v) Using course management software	7 (13.5)	10 (19.2)	15 (28.8)	14 (26.9)	6 (11.5)

What types of software do you use regularly?

- Office applications (Word, Excel, etc.)
- Web browsers and email
- FTP
- Video/graphics

Please indicate to what extent you **agree** or **disagree** with each of the following:

(Circle ONE number)	At the University of Minnesota Morris				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(a) Enough computers to support quality use and accelerate the learning process	7 (13.2)	33 (62.3)	12 (22.6)	0 (0)	1 (1.9)
(b) Hardware is sufficiently advanced to support quality software/multimedia	7 (13.2)	31 (58.2)	7 (13.2)	3 (5.7)	5 (9.4)
(c) Variety of quality software to support effective learning in my curriculum area	5 (9.4)	21 (39.6)	18 (34.0)	4 (7.5)	5 (9.4)

Do you believe integrating IT will:

(Circle ONE number)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(a) Increase your quality of instruction	14 (26.4)	23 (43.4)	13 (24.5)	1 (1.9)	2 (3.8)
(b) Enhance professional communication	16 (30.2)	28 (52.8)	7 (13.2)	1 (1.9)	1 (1.9)
(c) Enhance student learning	15 (28.3)	24 (45.3)	8 (15.1)	1 (1.9)	5 (9.4)
(d) Facilitate interactions with students	14 (26.4)	27 (50.9)	8 (15.1)	3 (5.7)	1 (1.9)
(e) Support professional productivity	18 (34.0)	20 (37.7)	9 (17.0)	1 (1.9)	5 (9.4)
(f) Access professional growth opportunities	18 (34.0)	19 (35.8)	8 (15.1)	2 (3.8)	6 (11.3)

What prevents you from using IT for activities relating to teaching?

- Limited time 32 (60.4%)
- Not enough training 13 (24.5%)
- Lack of quality software 13 (24.5%)
- Not a high priority 13 (24.5%)
- Limited access 9 (17.0%)
- Lack of quality hardware 8 (15.1%)
- Lack of knowledge 6 (11.3%)
- Lack of technical support 6 (11.3%)
- Nothing 6 (11.3%)

Which of the following most closely describes your position?

- Assistant Professor 17 (32.7%)
- Associate Professor 11 (21.2%)
- Professor 11 (21.2%)
- Lecturer 9 (17.0%)
- Other 4 (7.5%)

What is your discipline?

- Social Science 13 (25.5%)
- Science 7 (13.7%)
- Education 8 (15.7%)
- Other 4 (7.8%)
- Liberal Arts 15 (29.5%)
- Mathematics 4 (7.8%)

How many total years of teaching experience at a college/university level do you have?

- More than ten years 28 (52.8%)
- Six to ten years 15 (28.3%)
- One to five years 10 (18.9%)
- Less than one year 0 (0.0%)

MORRIS STUDENT TEACHER TECHNOLOGY SURVEY (n=31)

How often do you use IT for activities relating to teaching? (Check ONE option)

- Once a week 12 (38.7%)
- Two-three times a week 7 (22.6%)
- Daily 6 (19.4%)
- Less than once a month 4 (12.9%)
- Once a month 2 (6.5%)
- Not at all 0 (0.0%)

Which statement best describes your use of IT in your student teaching classroom?

- IT is partially integrated into my teaching 23 (74.2%)
- IT is not at all integrated into my teaching 6 (19.4%)
- IT is fully integrated into my teaching 2 (6.5%)

Please rate your IT **experience** and **need** in each of the following areas:

(Circle ONE number)	Experience				
	Extensive	Lots	Some	Minimal	None
(a) Preparing instructional materials	9 (29.0%)	13 (41.9%)	9 (29.0%)	0 (0.0%)	0 (0.0%)
(b) Conducting administrative tasks	7 (22.6%)	5 (16.1%)	13 (41.9%)	4 (12.9%)	2 (6.5%)
(c) Assessing student performance	7 (22.6%)	8 (25.8%)	5 (16.1%)	8 (25.8%)	0 (0.0%)
(d) Searching the Internet for resources	14 (45.2%)	13 (41.9%)	3 (9.7%)	1 (3.2%)	0 (0.0%)
(e) Using Office applications	25 (80.6%)	6 (19.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
(f) Using hardware devices	5 (16.1%)	2 (6.5%)	18 (58.1%)	5 (16.1%)	1 (3.2%)
(g) Operating audio/video equipment	5 (16.1%)	6 (19.4%)	16 (51.6%)	3 (9.7%)	1 (3.2%)
(h) Guiding student use of technology	4 (12.9%)	6 (19.4%)	14 (45.2%)	6 (19.4%)	1 (3.2%)

(Circle ONE number)	Need				
	Extensive	Lots	Some	Minimal	None
(i) Preparing instructional materials	5 (16.1%)	11 (35.5%)	9 (29.0%)	4 (12.9%)	1 (3.2%)
(j) Conducting administrative tasks	3 (9.7%)	9 (29.0%)	14 (45.2%)	3 (9.7%)	1 (3.2%)
(k) Assessing student performance	2 (6.7%)	8 (26.7%)	13 (43.3%)	4 (13.3%)	3 (10.0%)
(l) Searching the Internet for resources	11 (35.5%)	5 (16.1%)	2 (6.5%)	7 (22.6%)	5 (16.1%)
(m) Using Office applications	10 (32.3%)	5 (16.1%)	3 (9.7%)	8 (25.8%)	4 (12.9%)
(n) Using hardware devices	2 (6.5%)	6 (19.4%)	18 (58.1%)	3 (9.7%)	1 (3.2%)
(o) Operating audio/video equipment	2 (6.5%)	8 (25.8%)	9 (29.0%)	8 (25.8%)	3 (9.7%)
(p) Guiding student use of technology	5 (16.1%)	8 (28.8%)	12 (38.7%)	3 (9.7%)	2 (6.5%)

Please indicate to what extent you **agree or disagree** with each of the following:

(Circle ONE number)	In Your Student Teaching Classroom				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(a) Enough computers to support quality use and accelerate the learning process	1 (3.2%)	15 (48.4%)	10 (32.3%)	4 (12.9%)	1 (3.2%)
(b) Hardware is sufficiently advanced to support quality software/multimedia	2 (6.5%)	14 (45.2%)	9 (29.0%)	2 (6.5%)	4 (12.9%)
(c) Variety of quality software to support effective learning in my curriculum area	1 (3.2%)	15 (48.4%)	10 (32.3%)	1 (3.2%)	4 (12.9%)

(Circle ONE number)	At the University of Minnesota Morris				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(d) Enough computers to support quality use and accelerate the learning process	12 (38.7%)	16 (51.6%)	2 (6.5%)	0 (0.0%)	0 (0.0%)
(e) Hardware is sufficiently advanced to support quality software/multimedia	9 (29.0%)	19 (61.3%)	1 (3.2%)	1 (3.2%)	1 (3.2%)
(f) Variety of quality software to support effective learning in my curriculum area	7 (22.6%)	5 (15.9%)	20 (64.5%)	1 (3.2%)	0 (0.0%)

Do you believe integrating IT will help the students in your student teaching classroom to:

(Circle ONE number)	Yes	No	Not Sure
(a) Do well in school	24 (77.4%)	1 (13.2%)	5 (16.1%)
(b) Better understand materials presented in class	26 (93.9%)	1 (3.2%)	3 (9.7%)
(c) Complete quality assignments	26 (83.9%)	2 (6.5%)	2 (6.5%)
(d) Solve real world problems	22 (71.0%)	1 (3.2%)	7 (22.6%)
(e) Work with other students	15 (48.4%)	9 (29.0%)	6 (9.4%)
(f) See their assignments visually	27 (87.1%)	1 (3.2%)	2 (6.5%)

What prevents you from using IT for activities relating to teaching?

- Lack of time
- Lack of knowledge
- Lack of access to the proper resources

What year (e.g. junior) are you as a student at the University of Minnesota Morris?

- Senior: 15 (50.0%)
- Other: 15 (50.0%)

What grade level (e.g. elementary) are you currently pursuing your license?

- Secondary: 11 (35.5%)
- Elementary: 19 (61.3%)

What is your major(s)?

- Elementary Ed. 18 (62.1%)
- Music 4 (13.8%)
- Math 3 (10.3%)
- Other 4 (13.8%)

What is the name of the school where you spend most of your time student teaching?

At least 27 different schools were identified (Please note that it is difficult to record the exact number of schools. Some respondents left the item blank, some used different spellings, and some abbreviated school names).

How many weeks have you spent at this school? (Please specify in weeks)

- 4-9 weeks 4 (19.0%)
- 10-15 weeks 17 (81.0%)

CONSORTIUM SCHOOL TEACHER TECHNOLOGY SURVEY (n=112)

How often do you use IT for activities relating to teaching? No response = 1 (0.8%)

- Daily 49 (43.8%)
- Two-three times a week 28 (25.0%)
- Once a week 23 (20.5%)
- Once a month 6 (5.4%)
- Less than once a month 5 (4.5%)
- Not at all 1 (0.9%)

Which statement best describes your use of IT in your classroom?

- IT is partially integrated into my teaching 70 (62.5%)
- IT is not at all integrated into my teaching 25 (22.3%)
- IT is fully integrated into my teaching 17 (15.2%)

Please rate your IT **experience** and **need** in each of the following areas:

(Circle ONE number)	Experience				
	Extensive	Lots	Some	Minimal	None
(a) Preparing instructional materials	17 (15.2%)	30 (26.8%)	49 (43.8%)	16 (14.3%)	0 (0.0%)
(b) Conducting administrative tasks	18 (16.1%)	26 (23.2%)	37 (37.5%)	20 (17.9%)	6 (5.4%)
(c) Assessing student performance	15 (13.4%)	34 (30.4%)	46 (41.1%)	14 (12.5%)	3 (2.7%)
(d) Sending/receiving e-mail messages	42 (37.5%)	47 (42.0%)	16 (14.3%)	6 (5.4%)	1 (0.9%)
(e) Searching the Internet for resources	37 (33.0%)	38 (33.9%)	31 (27.7%)	6 (5.4%)	0 (0.0%)
(f) Using Office applications	33 (29.7%)	48 (43.2%)	24 (21.6%)	5 (4.5%)	1 (0.9%)
(g) Using hardware devices	6 (5.4%)	11 (9.9%)	38 (34.2%)	48 (43.2%)	8 (7.2%)
(h) Operating audio/video equipment	13 (11.6%)	23 (20.5%)	42 (37.5%)	25 (22.3%)	9 (8.0%)
(i) Guiding student use of technology	13 (11.6%)	23 (20.5%)	55 (49.1%)	21 (18.8%)	0 (0.0%)

(Circle ONE number)	Need				
	Extensive	Lots	Some	Minimal	None
(j) Preparing instructional materials	6 (5.5%)	19 (17.4%)	52 (47.7%)	19 (17.4%)	13 (11.9%)
(k) Conducting administrative tasks	2 (1.8%)	25 (22.9%)	38 (34.9%)	28 (25.7%)	16 (14.7%)
(l) Assessing student performance	3 (2.7%)	24 (21.9%)	43 (39.1%)	27 (24.5%)	13 (11.8%)
(m) Sending/receiving e-mail messages	7 (6.5%)	13 (12.0%)	25 (23.1%)	33 (30.0%)	30 (27.8%)
(n) Searching the Internet for resources	8 (7.4%)	16 (14.8%)	32 (29.6%)	34 (31.5%)	18 (16.7%)
(o) Using Office applications	5 (4.6%)	20 (18.5%)	37 (34.3%)	26 (24.1%)	20 (18.5%)
(p) Using hardware devices	8 (7.3%)	26 (23.6%)	45 (40.9%)	19 (17.3%)	12 (10.9%)
(q) Operating audio/video equipment	4 (3.6%)	18 (16.2%)	48 (43.2%)	28 (25.2%)	13 (11.7%)
(r) Guiding student use of technology	4 (3.6%)	25 (22.3%)	49 (43.8%)	21 (18.8%)	10 (9.2%)

Please indicate to what extent you **agree** or **disagree** with each of the following at this school:

(Circle ONE number)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(a) Enough computers to support quality use and accelerate the learning process	23 (20.9%)	49 (44.5%)	23 (20.9%)	11 (10.0%)	4 (3.6%)
(b) Hardware is sufficiently advanced to support quality software/multimedia	10 (9.1%)	54 (49.1%)	31 (28.2%)	10 (9.1%)	5 (4.5%)
(c) Variety of quality software to support effective learning in my curriculum area	10 (9.1%)	54 (49.1%)	31 (28.2%)	11 (10.0%)	4 (3.6%)

Do you believe integrating IT will help the students in your classroom to:

(Circle ONE number)	Yes	No	Not Sure
(a) Do well in school	93 (83.0%)	4 (3.6%)	15 (13.4%)
(b) Better understand materials presented in class	88 (79.3%)	7 (6.3%)	16 (14.4%)
(c) Complete quality assignments	89 (79.5%)	8 (7.1%)	15 (13.4%)
(d) Solve real world problems	68 (60.7%)	13 (11.6%)	31 (27.7%)
(e) Work with other students	60 (54.1%)	22 (19.8%)	29 (26.1%)
(f) See their assignments visually	100(89.3%)	5 (5.4%)	7 (6.3%)

What prevents you from using IT for activities relating to teaching?

- Time to learn, prepare, and use technology
- Access to adequate technology
- Knowledge of instructional technologies that best enhance and complement a given curriculum

How do you classify your current position at this school?

- Full-time 107 (96.4%)
- Part-time 3 (2.7%)
- Other (Please specify) 1 (0.9%)

What grade level (e.g. elementary) are you licensed to teach?

- Secondary: 56 (50.9%)
- Elementary: 54 (49.1%)

What subject(s) do you teach?

- Elementary Education 42 (37.5%)
- Other 38 (33.9%)
- English 20 (17.9%)
- Mathematics 17 (15.2%)
- Science 17 (15.2%)
- Social Science 15 (13.4%)
- Art/Theatre/Music 8 (7.1%)
- Foreign Language 2 (1.8%)

What is the name of the school where you teach?

15 schools were identified through a unique userkey assigned to each building in which consortium teachers participated in the survey.

How long have you been teaching at this school?

- More than ten years 53 (47.3%)
- One to five years 27 (24.1%)
- Six to ten years 22 (19.6%)
- Less than one year 7 (6.3%)

PK-12 STUDENT TECHNOLOGY SURVEY (n=883)

How often do you use IT at this school?

- | | | | |
|----------------------------------|-------------|--------------------------------------------|-----------|
| <input type="checkbox"/> Daily | 258 (33.6%) | <input type="checkbox"/> Not at all | 35 (4.6%) |
| <input type="checkbox"/> Weekly | 356 (46.4%) | <input type="checkbox"/> Less than monthly | 50 (6.5%) |
| <input type="checkbox"/> Monthly | 69 (9.0%) | | |

How often do you do the following things at this school?

(Check ONE option)	Daily	Weekly	Monthly	Less than Monthly	Not at All
(a) Send/receive an email message	73 (8.3%)	79 (9.0%)	23 (2.6%)	49 (5.6%)	655 (74.5%)
(b) Have a conversation on the Internet	58 (6.7%)	54 (6.1%)	31 (3.6%)	40 (4.6%)	689 (79.0%)
(c) Use the Internet to get information	187 (21.5%)	336 (38.6%)	167 (19.2%)	121 (13.7%)	59 (6.8%)
(d) Use Office applications	162 (18.6%)	347 (39.7%)	106 (12.1%)	91 (10.4)	167 (19.1%)
(e) Play a computer game	119 (13.6%)	219 (24.4%)	157 (17.9%)	124 (14.2%)	262 (29.9%)
(f) Use hardware devices	110 (12.7%)	147 (17.0%)	163 (18.8%)	181 (20.9%)	266 (30.7%)
(g) Use a TV/VCR to get information	94 (10.8%)	141 (16.2%)	164 (18.8%)	213 (24.4%)	261 (29.9%)
(h) Help other students to use computer technology	72 (8.2%)	209 (23.9%)	192 (22.0%)	227 (26.0%)	174 (19.9%)
(i) Help teachers to use computer technology	27 (3.1%)	43 (4.9%)	59 (6.8%)	170 (19.5%)	575 (65.8%)

How often do you use technology for any of the following activities at this school?

(Check ONE option)	Daily	Weekly	Monthly	Less than Monthly	Not at All
(a) In-class activities	225 (25.8)	292 (33.5%)	180 (20.6%)	136 (15.6%)	39 (4.5%)
(b) Homework assignments	223 (25.6%)	277 (31.8%)	190 (21.8%)	111 (12.7%)	71 (8.1%)
(c) Extracurricular activities	72 (8.3%)	86 (9.9%)	96 (11.1%)	160 (18.4%)	454 (52.3%)
(d) Personal use	224 (25.8%)	193 (22.2%)	100 (11.5%)	115 (13.2%)	236 (27.2%)

Please rate how well this school has taught you to use IT?

- | | | | |
|-------------------------------------|-------------|----------------------------------------|------------|
| <input type="checkbox"/> Well | 334 (42.9%) | <input type="checkbox"/> Not very well | 88 (11.3%) |
| <input type="checkbox"/> Adequately | 209 (26.2%) | <input type="checkbox"/> Not at all | 20 (2.6%) |
| <input type="checkbox"/> Very well | 133 (17.1%) | | |

Does the use of IT at this school help you to:

(Check ONE option)	Yes	No	Not Sure
(a) Do well in school	570 (65.2%)	84 (9.6%)	220 (25.2%)
(b) Better understand materials presented in class	505 (65.2%)	151 (17.3%)	216 (24.8%)
(c) Complete quality assignments	632 (72.6%)	117 (13.4%)	122 (14.0%)
(d) Solve real world problems	270 (31.0%)	255 (29.3%)	346 (39.7%)
(e) Work with other students	503 (57.7%)	192 (22.0%)	177 (20.3%)
(f) See your assignments visually	505 (58.0%)	145 (16.7%)	220 (25.3%)

Who do you go to when you need help with IT at this school?

- | | | | |
|------------------------------------------------------|-------------|----------------------------------------|-----------|
| <input type="checkbox"/> Teachers | 620 (70.1%) | <input type="checkbox"/> Other | 78 (8.8%) |
| <input type="checkbox"/> Other students | 613 (69.3%) | <input type="checkbox"/> Counselors | 25 (2.8%) |
| <input type="checkbox"/> Computer specialist/teacher | 444 (50.2%) | <input type="checkbox"/> The Principal | 22 (2.5%) |

What gets in the way of using IT for your assignments at this school?

- | | | | |
|-------------------------------------------------|-------------|-----------------------------------------------------|-------------|
| <input type="checkbox"/> Computers are too slow | 421 (47.6%) | <input type="checkbox"/> No assignments require IT | 139 (15.7%) |
| <input type="checkbox"/> Not enough time to use | 400 (45.2%) | <input type="checkbox"/> Nothing | 120 (13.6%) |
| <input type="checkbox"/> Email is not available | 361 (40.8%) | <input type="checkbox"/> Other (Please specify) | 93 (10.5%) |
| <input type="checkbox"/> Not enough computers | 227 (25.7%) | <input type="checkbox"/> Internet is not available | 83 (9.4%) |
| <input type="checkbox"/> Not enough software | 166 (18.8%) | <input type="checkbox"/> Do not know anything about | 53 (6.0%) |
| <input type="checkbox"/> Not enough hardware | 142 (16.1%) | <input type="checkbox"/> Nobody can help | 34 (3.8%) |

Please name up to three things this school can do better to help you improve your IT skills.

- Better equipment and software
- More time to work with and use technology
- More relevant applications of IT

What is your grade level? (Check ONE option)

- | | |
|-------------------------------------------------|-------------|
| <input type="checkbox"/> Ninth grade | 193 (25.0%) |
| <input type="checkbox"/> Other (Please specify) | 27 (3.5%) |
| <input type="checkbox"/> Twelfth grade | 283 (30.8%) |
| <input type="checkbox"/> Sixth grade | 315 (40.8%) |

What is the name of your school?

12 schools were identified through a unique userkey assigned to each building in which consortium teachers participated in the survey.

ABOUT ACET, INC.

The Action Consulting and Evaluation Team (ACET) is an independent research group specializing in the evaluation of PK-16 educational and community-based programs. Located in Minnesota, ACET contracts with a variety of professional consultants to work with clients in identifying program strengths and challenges, evaluating goal attainment, and providing recommendations for program improvement. Program evaluation activities involve both qualitative (e.g. interviews, focus groups, site-visits) and quantitative (e.g. statistical analysis, data management, surveys,) analysis. The President of ACET is Stella SiWan Cheung.

Stella SiWan Cheung, President of ACET, has consulted with a variety of organizations including the North Central Regional Educational Laboratory and the St. Paul Foundation. Some of her recent projects include serving as Principal Evaluator for the Cargill/University of Minnesota Schools First Initiative and the Words Work! Literacy Initiative (five-year longitudinal analysis). The New York Times and several major U.S. newspapers and local radio and television programs have cited her research and commentaries. She has presented and facilitated sessions on evaluation for the U.S. Department of Education, the University of Wisconsin at Madison, and the Minnesota Association of Charter Schools.

Jason Butler has consulted with a number of Minnesota charter schools and non-profit community organizations as an ACET consultant. He has worked extensively with the Committee on Academic Uses of Technology for the College of Education and Human Development at the University of Minnesota. Currently, Mr. Butler is working on a five-year longitudinal literacy study funded by the Center for the Improvement of Early Reading Achievement (CIERA). His primary interests stem from his experiences as a pre-school teacher in northern California and include reading comprehension, early literacy development, and the integration of technology into the classroom.

Kamarrie Davis Gooding has worked in K-12 educational settings throughout her career as an Instructor of Alcohol/Drug Awareness at the National Youth Sports Program, a Community Development Specialist at the Saint Paul Department of Human Rights, and a Bilingual program staff for the Minneapolis Public Schools. As a consultant with ACET, Inc., she conducts research and evaluation for several educational institutions and community-based programs, including the University of Minnesota. She has a particular interest in researching bilingual and elementary educational settings, as well as youth development programming, with a focus on cross-site analysis.